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ABSTRACT

Included are issue statements, workshop reports, and recommendations. The conference was held for educators and educational data collectors to exchange ideas on improving postsecondary education surveys and to plan for making such surveys universally compatible. Among the issues discussed are the uses of information, government concerns in monitoring and planning for adult education, inflation indexes for higher education, and quality in higher education. (MSE)

REPORT ON THE ELEVENTH ANNUAL CONFERENCE ON THE HIGHER EDUCATION GENERAL INFORMATION SURVEY (HEGIS)

June 2-4, 1975
Arlington, Virginia

National Center for Education Statistics

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE / Education Division

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The conference was conducted and this report prepared under contract number OEC 300-75-0214 by THE BLK Group, Inc., Washington, D. C., for the Higher Education Statistics Branch, Division of Survey Planning and Analysis, National Center for Education Statistics.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
David Mathews, *Secretary*

Education Division
Virginia Y. Trotter, *Assistant Secretary for Education*

National Center for Education Statistics
Francis C. Nassetta, *Acting Administrator*

NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

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I. INTRODUCTION

The Eleventh Annual Higher Education General Information Survey (HEGIS) Conference was conducted by The BLK Group, Inc. under contract with the National Center for Education Statistics (NCES). NCES is a division within the Department of Health, Education, and Welfare, under the Office of the Assistant Secretary. Approximately 115 representatives of institutions, associations, and State and Federal agencies related to higher education attended the conference, which was held at Stouffer's National Center Inn in Arlington, Virginia, June 2-4, 1975.

Mr. Theodore Drews, Acting Director, Division of Survey Planning and Analysis, NCES, and Conference Chairman, officially welcomed the participants and summarized the conference agenda. Participants were urged to view the conference as an opportunity for the exchange of information between data collectors and data users, and to freely share ideas and recommendations.

A major responsibility of the Office of Education, since its establishment, has been the collection of information on education in America. In the mid-1960's this data collection began to rapidly increase because of substantial Federal assistance to higher education. As the need for different kinds of data increased, it became necessary to create a mechanism for coordinating the efforts of Federal data collectors as well as data suppliers. The National Center for Education Statistics (NCES) and its Higher Education General Information Survey (HEGIS) were created to meet this need.

Plans for the content of each annual HEGIS are made within NCES on the basis of needs expressed by (1) Congress, (2) the Education Division of HEW, (3) the Federal Inter-agency Committee on Education (FICE), (4) individual Federal agencies concerned with education, and (5) the overall higher education community. Representatives of institutions of higher education, State Boards, educational associations, Federal agencies, and other agencies of regional and national scope are invited to the annual HEGIS Conference to express their data needs.

The specific objectives of the conference were:

- To help NCES respond to user requirements for educational statistics;

- To provide NCES with information to design postsecondary education surveys; and

- To enable NCES to plan future HEGIS programs on a broader basis.

As articulated by NCES in the scope of work, the main themes of the conference were the:

1. Sharing of information on recent trends in improvement of the selection, management, and utilization of statistical quantities for the development and achievement of policy and management objectives in higher education

and

2. Planning of next steps toward making the surveys by Federal and non-Federal agencies (particularly States and educational associations) universally compatible and consistent with one another in terms of data categories, definitions, and coding which is acceptable to, and existent in, institutions of postsecondary education.

II. Presentation of Issues

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THE NCES AND ITS NEW THRUST

Francis Nassetta
Acting Administrator
National Center for Education Statistics

Good morning. I would like to start with the new law that Congress passed last year, the Education Amendments of 1974. Under this legislation, the Congress gave us several new mandates. While the function of the Center has always been to collect and report statistics on the condition of education in the United States, the Education Amendments of 1974 expanded our mandate in this area to "conduct and publish reports on specialized analyses of the meaning and significance of such statistics."

The second new mandate is to "assist State and local agencies in improving and automating their statistical and data collection activities." In the past, the Center has provided assistance to the States, primarily through the Handbook program. But the new mandate goes much further than that in calling for us to assist educational institutions and agencies in improving and automating their statistical and data collecting activities. We have some of the means to fulfill this mandate and we shall develop more. One example is the comprehensive Taxonomy of Instructional Programs at all levels of education. In addition we have undertaken some extensive planning to determine how we might best proceed to provide assistance to educational agencies and institutions. This new mandate makes it incumbent upon us to go to Congress and say, you have asked us to do this, and these are the resources we need to do it. We have included this activity in our Fiscal Year 1977 budget request.

The third new mandate requires us to "review and report on educational activities in foreign countries".

In addition, the Education Amendments of 1974 have given us an increased authorization level and placed the National Center in the Office of the Assistant Secretary, providing more visibility within the Department of Health, Education, and Welfare.

For many years it has been pointed out that the health field is comparable to education in terms of the number of participants involved and the social and economic impact both have on the country. However, the Federal resources devoted to gathering statistics in health have been three or four times as great as in education. The Congress may have recognized this situation in providing the Center's new legislation because the authorization levels in the law provide us the opportunity to make a significant difference in our efforts.

Congress also mandated that 35 Federal agencies participate in an educational data consortium, with the products to be made available to the entire educational community. There is a purpose behind the data consortium that is significant to Congress' concept of the Center, which is that the Center should be more than a center in name only. In the past we were called a National Center but we were anything but. When people wanted data on education, they had to call a variety of agencies or departments, and they still do, as a matter of fact. Hopefully, as this consortium develops, those who need data about education can come to one central place to get it. Even if we do not collect the data, we will either be able to provide information collected elsewhere, or at least direct inquiries to the correct place.

The new thrust of the Center can be summarized in one word, and that is service. One way service will be improved is by giving more emphasis to providing information on tape. During the past year, we have sold over four hundred tapes, at a cost of $78.00 a reel, and the demand is increasing rapidly. We expect to sell more than double that number during the coming year. The emphasis on tape has many advantages. In the past, NCES considered tape to be a by-product, really a way station, to the ultimate goal -- publication. For example, if we found tables in a publication that were inaccurate, we would correct the table, but we would not go back and clean up the tape. Now the tape itself is a product. This has the advantage, of course, of making NCES data available a lot sooner. But in addition we also have a new policy of releasing survey data on tape before we have fully finished editing them. In some cases this means that the data are available on tape 12 to 18 months ahead of the publication. We have also speeded up the tape-copying service. In the past, when some of you requested tapes, you found that it would take an average of three to four weeks just to get a copy of an existing tape. Now we have reduced the waiting period to three or four days and we are hoping to get it down to even less than that.

In addition to the tape service, we have an on-line interactive computer service. The tape service and the on-line service are combined under the acronym EDSTAT, (Educational Statistics). If you have a terminal, you can dial into the system at any one of 35 metropolitan areas. Costs vary with the speed of response which you require on each query. The service is not expensive, primarily because the Government, at least for the present time, is subsidizing the storage of the data. The only fee the user pays for is a minimum amount of computer time and an initial fee of $150.

The Higher Education Surveys Branch is in the midst of doing an analysis of the tolerance levels that have been applied in past editing procedures to see how much improvement has been made, and whether the improvement is worth the time and effort. We are focusing minimal attention on old data and moving to the new data. We have eliminated most of the backlog and in so doing we have made hard choices which resulted in not undertaking some new projects that were scheduled to begin. We decided to focus on what we already do quickly and well, rather than trying to do a little bit for everyone and not really satisfying anybody.

Significant management innovations have also been made in the Center's operation, which will have an impact in future years. For example, a program contractor can now be selected on a renewable basis for a number of years, rather than by the slower method of using a fixed time cut-off basis and then a new competitive bidding cycle. And this year we are designing a fast response capability which will allow us to obtain answers to succinct policy questions by making inquiry of a selected, national probability sample of respondents located throughout the country.

Another major area of concern is the relevance of our data to policymaking. I believe our data should be relevant to Congressional policymakers considering the renewal of expiring legislation and the appropriation of funds for new program authorizations. Many policy issues facing the educational community are also those which face the Congress particularly as they address legislation.

There is a basic distinction between Congressional legislative committees (which authorize program and funding levels) and appropriation committees (which set budget levels for programs). These committees have different needs. The legislative committees need to know what alternatives there are to current legislation, whether current expiring legislation should be renewed, and if so, what programmatic changes should be made. The appropriation committees, on the other hand, are concerned with levels of funding and how much money should be spent. As you know there are many issues which relate to that. For example, a recent newspaper article stated that there is a great need to have information on the percentage of the total cost of higher education actually covered by tuition. Since HEGIS does not collect data in precisely the categories needed for that kind of analysis, judgments are often made which cannot be supported. We must make efforts to have our data categories revised so that more pertinent comparisons can be made than have been possible in the past.

I think that education is important to economic growth. This is a very fruitful area in which to shed some light, particularly when appropriations committees are deciding how much money should go into education in general and into higher education in particular. This orientation has been lacking not only in the Center in the past, but the people I have talked to in the higher education community acknowledge that many of us have been giving it short shrift. They are now realizing that supporting the needs of the congressmen who are deciding whether or not a law should be changed and at what level a program should be funded will affect the whole education community.

In closing, just let me say that we need your advice to help us anticipate the issues.. We know what the current issues are and we are trying to accommodate them. But we must look ahead to see when legislation will expire, whether the issues that are incipient at this point need to be illuminated, and if so discuss them now because by the time we get the data and can analyze them, a couple of years will have passed.

I hope you have a good meeting and I am sure you will help us meet our new objectives and our new thrusts. Thank you.

THE USES OF UNIFORM INFORMATION ABOUT HIGHER EDUCATION INSTITUTIONS

Dr. John D. Millett
Chancellor Emeritus, Ohio Board of Regents
Senior Vice President,
Academy for Educational Development

This conference seeks to explore important questions about the collection and publication of data on higher education throughout the United States. When the Office of Education was first created and lodged in the Department of the Interior, statistical data gathering about education in the various states was its major work assignment. Today over one hundred years later statistical activity is still an important service of the Office of Education. Two singular developments have occurred in the years since 1945 that vitally affect informational activity about higher education. One of these developments is the change in the nature of the role of the Office of Education from an information gathering agency to an operating agency administering many different programs directly affecting the policies and performance of institutions of higher education. As a consequence the Office of Education must now think of information in terms of its own management authority and responsibility as well as in terms of providing an information service. The second has been the emergence of data analysis as a fundamental tool of decision-making in the management of institutions of higher education.

For some people, including myself, information has its own intrinsic utility. But the potential for data collecting is so immense today, and the costs of data gathering, storage, and processing are so substantial, the institution of higher education and no government agency can afford to indulge in statistical activity simply for the joy of the activity itself. Data analysts need to know the needs and uses of information in order properly to serve the decision-making process.

For our immediate purposes here we must assume an understanding of the decision-making process and of leadership and management in higher education. Our attention is necessarily focused upon data gathering as an adjunct of the operations of governments and of the operations of discrete institutions concerned with providing the services of higher education to the nation. In this connection, however, I would underline not only the standard of utility as a guide for all statistical endeavors but also the standard of economy. The costs of government and the costs of institutions of higher education are too great to justify any duplication or bureaucratic empire-building in statistical effort.

Perhaps also a word needs to be said about the concept of "uniform information." When I first began my own study of higher education more than 25 years ago, I encountered over and over and over again the words "variety" and "diversity" to describe institutions of higher education. How many times have I heard it said that no two institutions are alike. Variety and diversity have been the time-honored enemies of uniform information, or the analysis of comparable data. Our dictionaries of data elements, our common definitions of terms, our taxonomies of programs and of institutional types -- all of these have helped greatly to advance our comprehension of the similarities that exist in higher education. But I suspect we may never achieve uniformity of information except in broad approximation.

Regarding basic policy issues confronting higher education today, I would like to comment about three general issues, and more particularly to comment about the uniform information and analytical data these issues require. These three general issues are those of: (1) student enrollment in relation to employment, (2) the financing of students in contrast with the financing of institutions, and (3) the costs of institutional programs, in relation to sources of income. Decisions about these issues are being made every day. Obviously, the extent to which these are informed decisions depends upon the extent to which available information illuminates the decision-making process.

Student Enrollment in Relation to Employment

No set of problems confronting higher education today is more critical than the problems involving the basic instructional purpose of our colleges and universities. It is relatively simple to assert that instruction is or should be designed to encourage and stimulate the intellectual, aesthetic, ethical, skill, and emotional development of students. I cannot quarrel with this purpose, but I wonder at its complete omission of any reference to social structure and process. The classical curriculum imported from England was essentially an education for an aristocracy, and in our own country it became an education for a very small upper middle class elite of political and social leadership. The tradition of a liberal education still clings to this idea of elitism. On the other hand, professional education which now dominates our instructional effort, including the instruction of scholars, has served the development of a technocratic society, a society of high productivity and of extensive service in which half of all families have attained middle class status and three-quarters of all families enjoy some degree of economic affluence. Whether or not we like to admit the fact, education for employment has been a major purpose of American higher education.

For this reason it is very important for enrollment data to help provide us with some indication of the further shifts that may take place among program areas and among types of students. A few examples will illustrate this. First of all, it is not sufficient today just to have information about degrees awarded according to the HEGIS taxonomy. We also need placement data: what happens to the graduates of our various programs. A number of disciplines and some professional fields of study are now collecting this kind of information, but the available data are neither comprehensive nor comparable. Secondly, we need data about enrollment by major program areas, and we need data about enrollment by level of study. Thirdly, we need data about enrollment in terms of age of students, and in terms of employment status. We also need more data about part-time students, and non-degree students.

In this connection I want to express two concerns I have had about certain HEGIS reporting practices. To classify medical, dentistry, theology, and law degrees as "first professional degrees" is somewhat misleading. These degrees are "first" only in the sense that the baccalaureate which usually preceded them was a non-professional degree. I wish we had a different label more indicative of the time factor and the intense study needed. In addition, I think we shall need to know more about non-degree enrollment in the future. One of the great opportunities for institutions in the years ahead will be in the expansion of non-degree courses, seminars and workshops.

There is no doubt that we need better enrollment projections. Substantial declines in the enrollment of students of the traditional college age are anticipated. The number of 18 year-olds will decline by 25 percent between 1978 and 1992. But I do not expect the total enrollment in degree programs to decline during this period of time. We will enroll more part-time students and more older students, and these students on a head-count basis will be more numerous than ever before. Perhaps on a full-time equivalent basis enrollment will fall; but, on a head-count basis it will advance somewhat.

Financing of Students vs. Financing of Institutions

No policy issue affecting higher education today is more troublesome than that of the pricing policy of instructional service to students. In turn, this pricing policy is necessarily related closely to the problem of access to higher education and the financing of equality of educational opportunity regardless of socio-economic status. One difficulty that immediately arises is the matter of differentiating between the financing of students and the financing of institutions. Many persons are likely to refer to both as higher education expenditures. This tendency is especially evident in the Executive Office of the President and among some members of Congress. An adequate information system needs to provide data that clearly separate expenditures in support of students from expenditures in support of institutions. Data about both kinds of expenditures are equally useful. But to mix the two sets of data is to confuse, rather than to clarify a basic distinction.

For the most part the statistical operation of the Office of Education in relation to higher education has been oriented to the collection and reporting of data provided by institutions of higher education. At the same time institutional data as such are no longer an adequate representation of the role of governments in their approach to the problems of higher education. For example, institutional data about income received from state governments by no means reports the full range of higher education appropriations by these state governments.

The recent report of the National Task Force on Student Aid Problems made an effort to enumerate and quantify student aid funds available to finance student access to higher education in the academic year 1974-75. The report provides an estimate of some $6.3 billion as having been available in 1974-75. Of this amount some $5.1 billion came from federal government sources and some $1.2 billion were provided by state governments, institutional funds, and private sources. Whenever we have financial data from the institutions of higher education for 1974-75, we shall find I dare say a reported current expenditure of around $1.5 billion for student aid programs. Obviously there is a very large discrepancy between an expenditure of $1.5 billion for student aid reported by institutions of higher education and the amount of $6.3 billion estimated to be available for student aid.

The explanation for this discrepancy is quite simple. The bulk of student aid expenditures for students enrolled in higher education does not flow through institutions of higher education. The largest single component item of student financial aid today is an estimated $1.6 billion dollars paid by the Veterans Administration in educational benefits to veterans enrolled in institutions of higher education. Another nearly $800 million in educational benefits are paid to individuals by the Social Security system. Nearly $500 million in student aid grants are being paid by our state governments.

There is still another kind of discrepancy in financial reporting to be noted. The Federal government in its budgeting, appropriation and accounting practice makes no realistic distinction between a current operating expenditure and a capital expenditure. It is true that Federal practice does recognize a distinction between obligational authority and appropriations for current disbursement, but this is a different kind of distinction. Thus, student loan funds under the National Defense Education Act of 1958 show up in the Federal budget as a current appropriation, but these national direct student loan grants show up in institutional accounts as a loan fund, a balance sheet item, but not as current funds income or expenditure. Perhaps there ought to be a change in institutional practice so that these receipts appear as current income, offset by a transfer to a capital account. Institutions would not be very happy with such a practice, because in this era of faculty participation in budget decisions it may be difficult to explain that some current funds income is not available for current funds expenditure, and especially not available for expenditure to increase faculty salaries.

For a variety of reasons, the interest of Federal government administrators and the interest of Federal legislators have tended in recent years to be more and more concerned with the financing of students. The report of the National Commission on the Financing of Post-secondary Education published early in 1974 helped to advance this recent trend. The so-called analytical models developed by the staff indicated that if the national objective was to broaden access to higher education for minorities and for students of lower income families, this objective was more likely to be realized by support of students than by the financial support of institutions. I have heard numerous criticisms of this report, but I have not yet heard any convincing argument against this fundamental conclusion.

As I have visited many different colleges and universities in the past three years, I have become increasingly aware that the institutions themselves are only vaguely informed about the full extent to which their own students are receiving external financial support. Two public policy issues are relevant to this matter of student financial support. These two issues are the relationship of student financing to the pricing practices of institutions of higher education, and the relationship of student financing to the realization of educational justice.

For public institutions of higher education there is a policy choice involving increased tuition charges to students, accompanied by the introduction of expansion of financial assistance to students. This choice must be made by state governments themselves and is not a choice anymore that lies within the discretion of state university boards of trustees. The state government thus far that has moved the farthest toward an increase in instructional pricing to students while at the same time expanding its financial assistance to students of lower income families is that of New York.

For independent colleges and universities tuition pricing has continually risen over the past thirty years, encouraged and assisted by the development of Federal and state government financing of students. My immediate concern is that the volume of this financing of students may stabilize or even decline in the immediate future. For the first time since 1945 there is the prospect that educational benefits for veterans of the armed forces will soon be terminated. I fear that independent institutions are tending to price their instructional charges to students at a level which will result in declining enrollments, and at a level no longer offset by financial support. Again this is a major issue on which more information is badly needed.

For students themselves, the provision of financial assistance is essential if any sizable number of young people from families below the median income are to have access to higher education. The current calculations of the College Scholarship Service suggest that in a two-child family only families in the upper quintile can afford to meet the tuition and other costs of enrollment in independent colleges and universities. If the promotion of educational justice is indeed a national purpose as well as a purpose of our institutions of higher education, we need information about the actual performance in meeting this purpose.

Expenditure and Income Patterns

In obtaining financial statistics from institutions for the academic year ending in 1975, HEGIS has developed a new set of reporting categories drawn from the new manual on College and University Business Administration published by the National Association of College and University Business Officers in 1974. Eventually institutions of higher education will wish to conform their own accounting and financial reporting practices to this new NACUBO chart of accounts.

It must also be noted that the new chart of accounts moves substantially toward the analytical categories of expenditure and income as recommended by the National Center for Higher Education Management Systems. There are some slight differences, but in general it is fair to say that currently the chart of accounts of NACUBO and the program classification structure of NCHEMS have been brought into substantial agreement. This is a much to be desired situation, and should establish reporting standards to be observed for the next decade or longer.

However, HEGIS financial statistics on institutions of higher education will do little more than provide some general information about expenditures and income magnitudes. The broad categories of financial reporting set forth by NACUBO are useful generalities. They will not contribute a great deal to a careful analysis of the financial circumstances of higher education institutions. For analytical purposes a good deal more detail is essential.

In fairness again it must be noted that the NACUBO chart of accounts recognizes its lack of detail. At various places in the chart of accounts the notation is made: "add details as needed." I believe state governments and individual institutions will in fact need to add various details.

I have only one major criticism to make of the NACUBO chart of accounts insofar as the current funds expenditures are concerned. I object to the designation "scholarships and fellowships" as the label for this category of expenditure and to the ordering of this category within the over-all grouping of educational and general expenditure. The traditional designation of "student aid" is far more appropriate, especially today, than the designation "scholarships and fellowships." And the placing of this category of expenditure just ahead of the category of transfers of income is an injustice to institutions of higher education and an invitation to public misunderstanding.

In its 1973 report on the purposes and performance of higher education, the Carnegie Commission on Higher Education enumerated as one of five principal purposes the promotion of "educational justice." This statement is one of the vital contributions of the Carnegie Commission and a reminder that everyone concerned with the welfare of American society must take seriously. I cannot understand how any person or group of persons can see expenditures for student aid in any other light than as a primary program of institutions of higher education and as a program fulfilling an essential social need.

In its program classification structure, NCHEMS divides its seven major categories of program activity into "primary" programs and "support" programs. This NCHEMS program classification structure makes a major error in my judgment in its consideration of student aid expenditures. These expenditures are treated as a student service and as a support cost. However, in accordance with the position of the Carnegie Commission I believe these expenditures constitute a primary purpose of higher education, the purpose of promoting educational justice.

In its program classification structure NCHEMS recognizes three primary programs: instruction, research and public service. These three groupings correspond to the first three purposes identified by the Carnegie Commission. The fourth primary purpose set forth by the Carnegie Commission is properly labelled for financial reporting purposes as student aid, and in program classification belongs I submit as a fourth primary program following after instruction, research, and public service. Incidentally, the fifth basic purpose of higher education as described by the Carnegie Commission does not lend itself to identification in a chart of accounts. The NACUBO chart of accounts at least affords separate identification to scholarships and fellowships insofar as expenditures are concerned. What needs to be changed is the order of listing so that this category of expenditures can properly be observed and treated as a primary program of institutions of higher education.

The other change that is badly needed is to revert to the time-honored practice of labelling this category of expenditure as "student aid" rather than as "scholarships and fellowships." The reason for this change is easily explained. More and more student aid awards are in the form of grants and of benefits rather than in the form of awards in recognition of academic achievement.

I am aware that the intent in using this label "scholarships and fellowships" was to consider all forms of student financial assistance to undergraduate students as scholarship aid and all forms of student financial assistance to graduate students as fellowship aid. The difficulty with this intention is that it does not accord with the variety of practice to be found among governments and among institutions. Some governments and some institutions do continue to make scholarship awards on the basis of academic achievement. Sometimes these awards are honorary only or provide only a nominal cash payment in the case of students from higher income families. There is surely a place in our society and in our institutions of higher education for the recognition and acknowledgment of academic excellence, and I trust the word "scholarship" will continue to have an honored meaning in our lexicon of higher education.

If a major purpose of higher education is to promote educational justice, as I believe it to be, and if equality of access to higher education is to be realized for students from families below the median family income in this country, then grants of needed income must be made to these students. These grants cannot be made upon the basis of test scores or of high school rank in class; these grants must be made upon the basis of family income status. I am proud of the hand I had in designing such a student grant program in Ohio, and I am encouraged by the extent to which Federal government and state government student aid programs have been designed upon this grant principle.

The label "student aid" is sufficiently broad to encompass both scholarship awards and grant awards to undergraduate students, and is more appropriate to the financial reporting and analysis of expenditures by institutions of higher education.

When we turn to the new chart of accounts and to the financial reporting categories for current funds revenues, we encounter other difficulties. Although there are ten principal categories of current income, along with sub-categories for two of the principal categories, all income is treated as one general pool of available financial support. To be sure, in the NACUBO chart of accounts and in certain of the corresponding HEGIS reporting categories, income is divided into unrestricted and restricted parts. But presidents of institutions and executive officers of state boards of higher education are only too well aware that the distinction between unrestricted and restricted income is likely to depend upon the vantage point from which one views institutional operations.

There is one essential aspect -- rather I should say there are two essential aspects -- to the financing of an institution of higher education. The first essential aspect is that an institution will spend all of the income it can obtain. Perhaps the real diversity in American higher education is to be found in the differences in the amount of income available to each individual institution. The second essential aspect is that no institution of higher education ever admits to receiving sufficient income to finance all the programs, activities, and salaries it would like to be able to fund.

Most institutions, for example, obtain considerable sums of restricted income for student aid. But very few institutions believe that they can fulfill their basic purposes without also spending unrestricted income for student aid. The issue of how much unrestricted income shall be committed for student aid becomes then one of the major policy questions to be resolved in the decision-making process about the allocation of institutional resources.

Similarly, the allocation of available resources among instruction and departmental research, hospital operations, and support programs present major policy questions for decision-making. Always the issue arises of how to obtain more income in order to increase the resources subject to allocation among various programs. It is too much to expect financial reports to reveal all the intricacies of relating income to expenditures, and all the intricacies of allocating available resources to various primary and supporting programs.

In conclusion, I want to emphasize once again the role of information in the operation of institutions of higher education, and in the consideration and resolution by governments of issues affecting higher education. As a state university president and as a state government chancellor I found statistical data an indispensable tool in decision-making.

STATE AND FEDERAL ISSUES RELATING TO MONITORING AND PLANNING OF ADULT AND CONTINUING EDUCATION

Dr. Lyman A. Glenny, Director
Center for Research and Development in Higher Education
University of California

One of the problems in this society is that it is becoming increasingly complex; so many things are interrelated. Too often, however, we fail to really comprehend this interrelatedness. We tend to oversimplify things. We gather information about some things that we think are important to the exclusion of other things which may in fact be more important. I don't know how we solve this problem. However, I do know that as a result of recent HEGIS Conferences, significant improvements have been made in our data collection and reporting processes.

Today, I would like to talk about some interesting trends in Adult/Continuing Education and relate them to an overall picture of higher education. There seems to have been very little concern about Adult/Continuing Education up until very recent years and that concerns many of us. This new interest in the adult student is clearly related to some of the reversals in education during the 1960's. In my judgement, we are now facing a whole new set of factors that transcend all of higher education. As educational leaders, it is important for us to understand some of the basic issues related to these trends.

What I want to share with you are some of the developments related to the trends that affect policy issues for state and Federal governments. I will also use a series of charts to illustrate some points.

Projections of Birth Rates, College-Going Rates, and College Enrollments

The college-going rates continue to go down, (See Chart 1). These are sharply reduced for men, with women leveling off at roughly the rates that were current in 1962. Birth-rates also continue downward, well below the maintenance of the population (See Chart 2). We can see that the college trend rate had been very high during the latter part of the 60's and has been going down continuously ever since. For women it has been going up very rapidly -- leveled off here for several years, dropped and then in the last couple of years has gone back up again.

Chart 1

Percent In Scho

By Age Groups

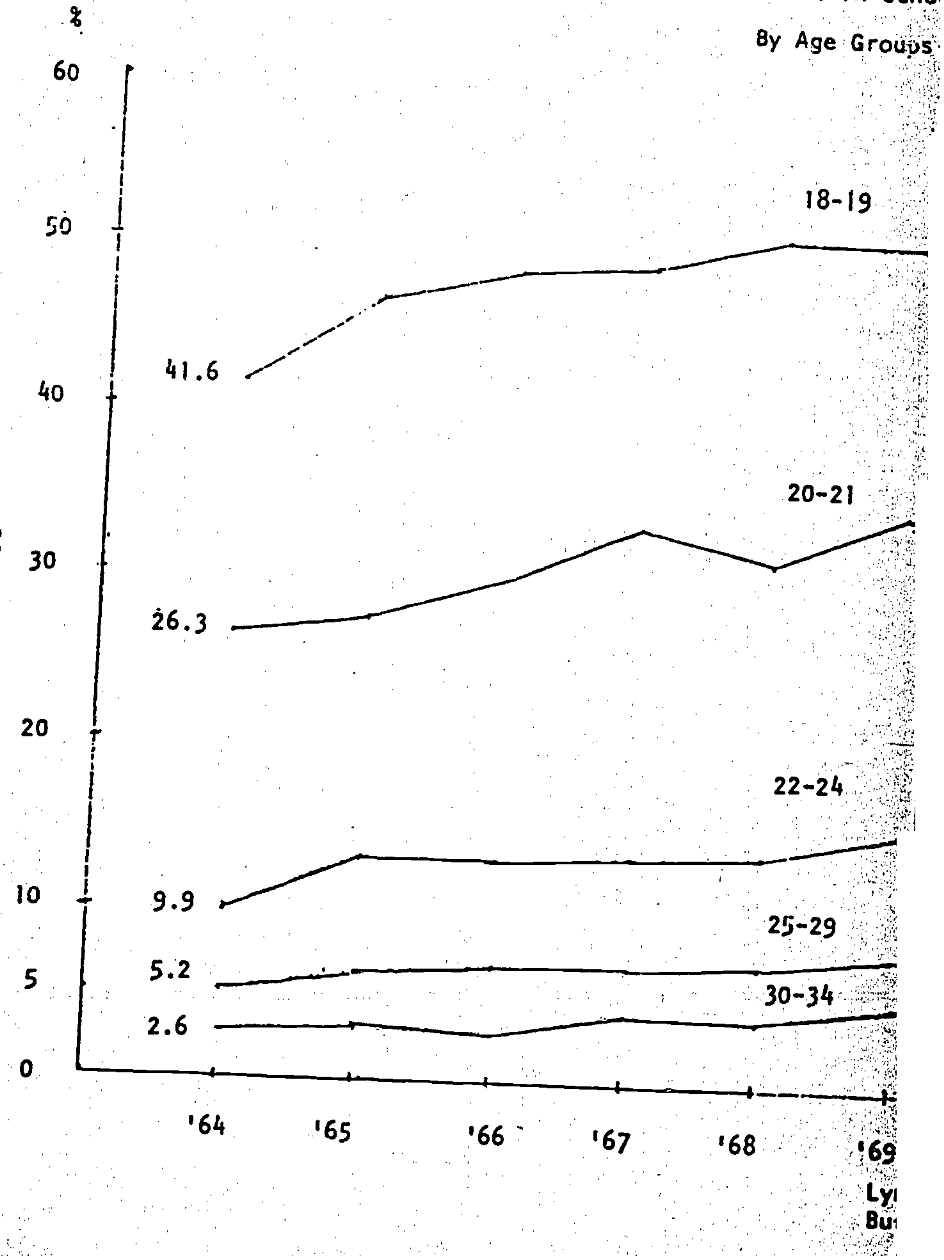
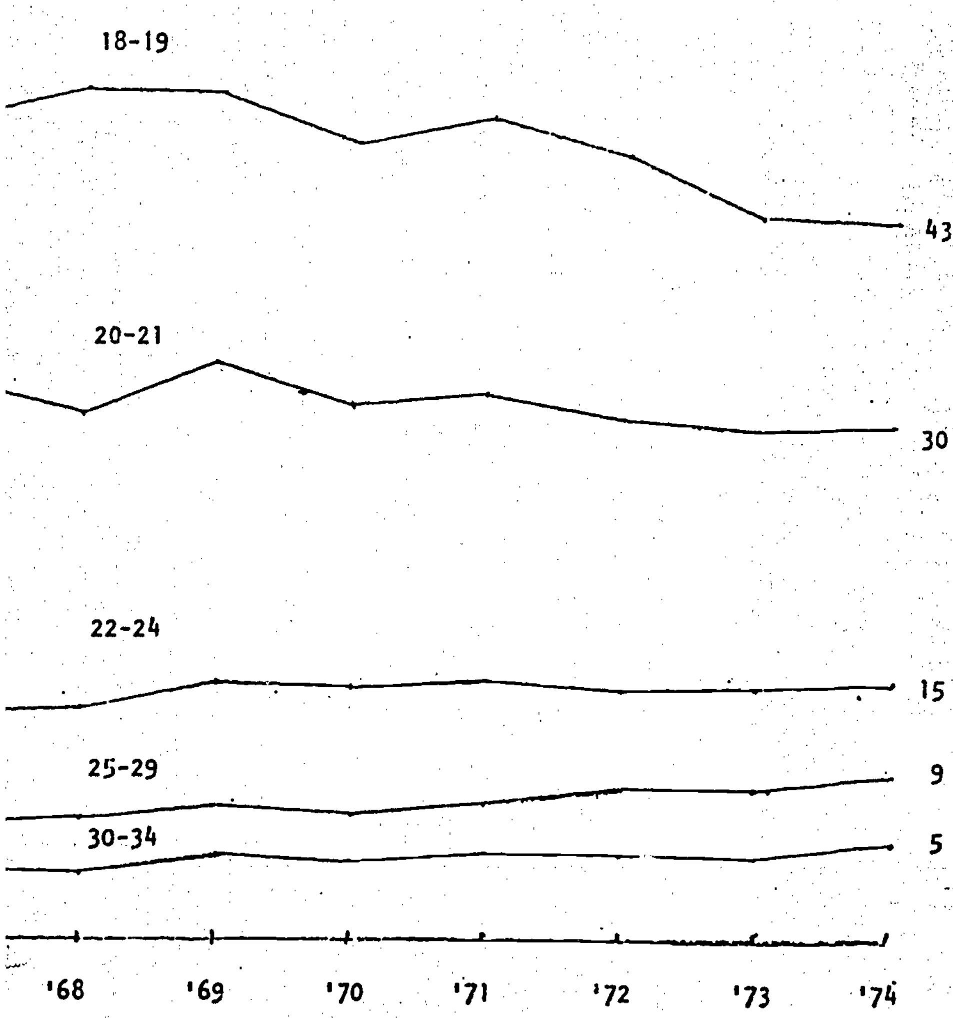


Chart 1

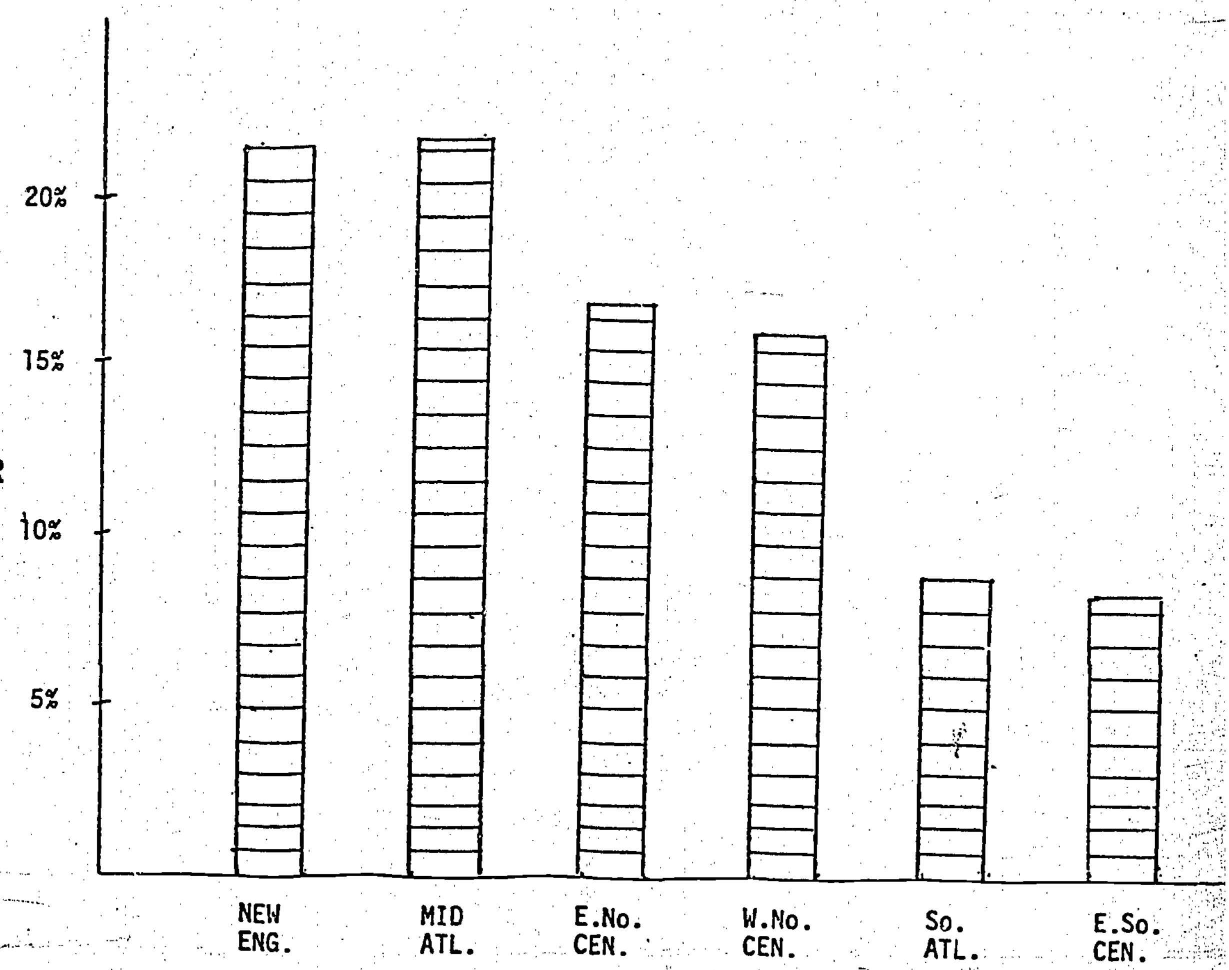
Percent in School

By Age Groups



Lyman Glenny from:
Bureau of Census Series P-20, No.278, February 1975

Chart 2
PERCENT DROP IN LIVE BIRTHS
1970 - 1973



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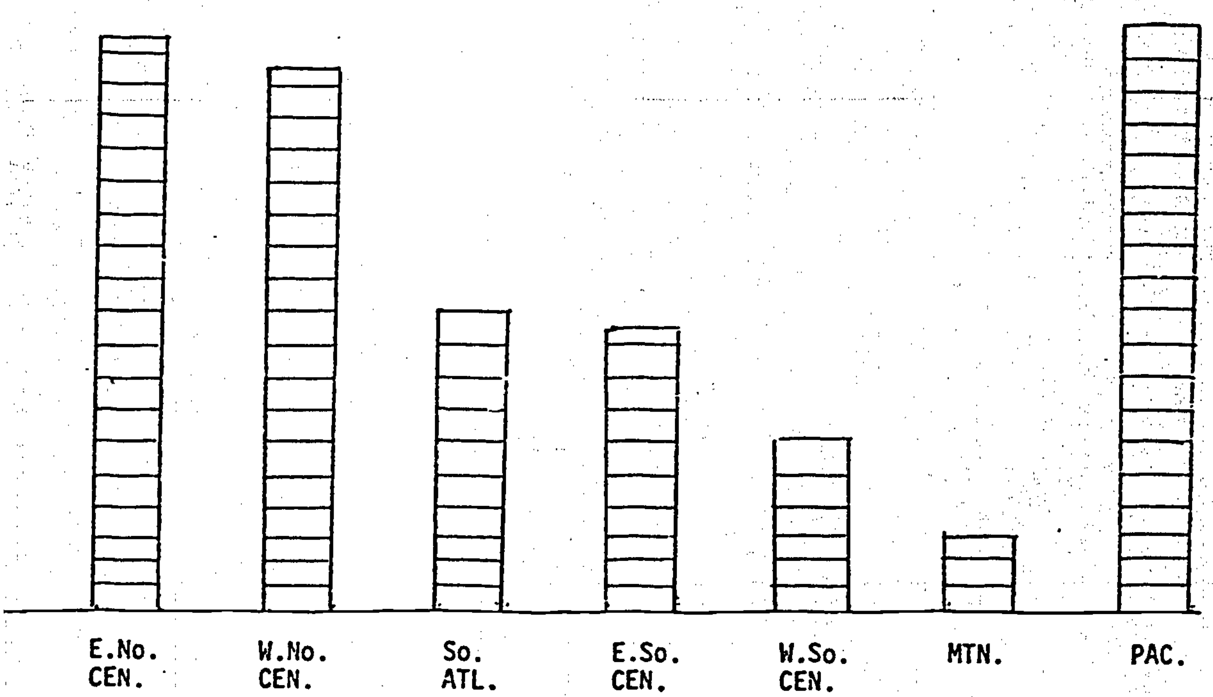
Source: Public Health Se

Chart 2
PERCENT DROP IN LIVE BIRTHS
1970 - 1973



Prepared by Lyman Glenny - Berkeley
Source: Public Health Service, Vital Statistics Reports.

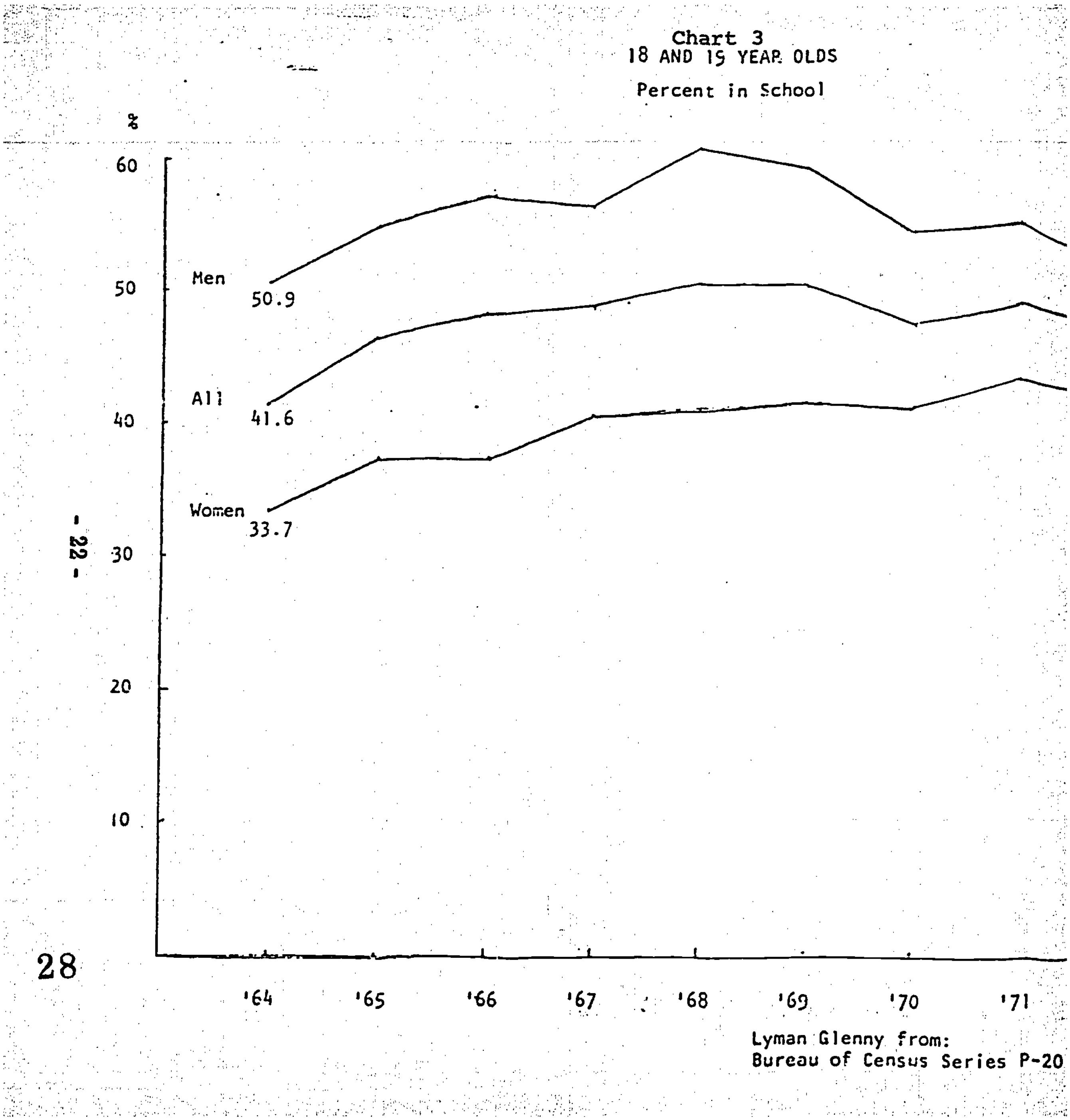
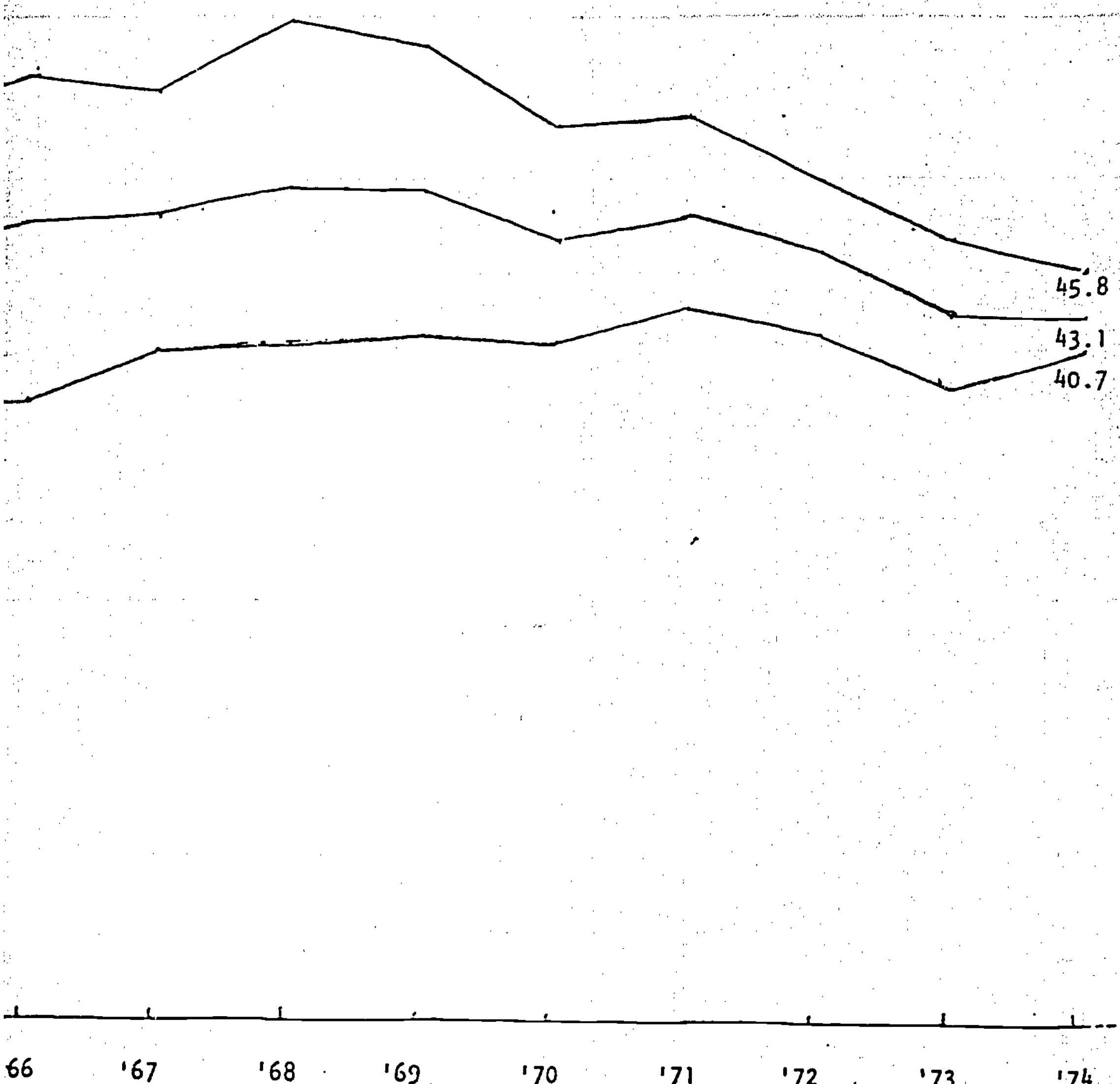


Chart 3
18 AND 19 YEAR OLDS
Percent in School
%
60
50
40
30
20
10
Men
50.9
All
41.6
Women
33.7
'64
'65
'66
'67
'68
'69
'70
'71
Lyman Glenny from:
Bureau of Census Series P-20

Chart 3
18 AND 19 YEAR OLDS

Percent in School



Lyman Glenny from:
Bureau of Census Series P-20, No.278, February 1975

Thus we see the convergence of men and women in school all right, with some increase in women but as one can note the increase isn't all that great. However the downturn in men is.

The projections of 18-21-year-olds of the Census Bureau show that there will be a 21.6% drop in numbers between 1979 and 1993. The Carnegie projections of college enrollments indicate that from about 1983 to 1993 the enrollment will be level, with neither major increases nor decreases. Other projections furnished by the Carnegie Council in its book More Than Survival show that there is wide disagreement about the probable number of people that will be enrolled in colleges and universities during the next two decades.

What we are seeing in age group 30-34 is that seemingly there are more in school than there were before. Now of persons over 35 years of age, only about 12% of those persons go on to college. The next chart (See Chart 5) shows the changing composition of the student body in higher education by family income categories between 1966 and 1972. It shows that the lowest income people had a slight upturn after the program began in 1969-1970, and that the $8-10,000 income group kind of leveled off and started downward. If we look closer, we find that the people who really started downward are more in the $8,000 income group and the ones who are continuing to level off are a little over $15,000.

A survey of the presidents of colleges and universities in the country conducted by the Center for Research and Development in Higher Education indicates that there is a general emphasis on the recruiting of adult students, and that this emphasis is a reaction to the drop in the number of 18-21-year-olds who are attending college. When we look at 1973 the college-going rate again, we note that the numbers are lower and very, very much so in the last couple of years and in each case downward.

Characteristics of Students and Programs in Post-Secondary Education

There are indications that the growth of other post-secondary educational enrollments is increasing and will continue to increase at much more rapid rates than higher education, and that there are more people in other post-secondary work than in higher educational institutions. The fact is that we have such a poor data base for this category which has been called the "educational periphery". It includes organizations of all kinds, in industry, government proprietary institutes, anti-poverty programs, and others.

Chart 4

PERSONS 18 - 21 YEARS OLD

(in thousands)

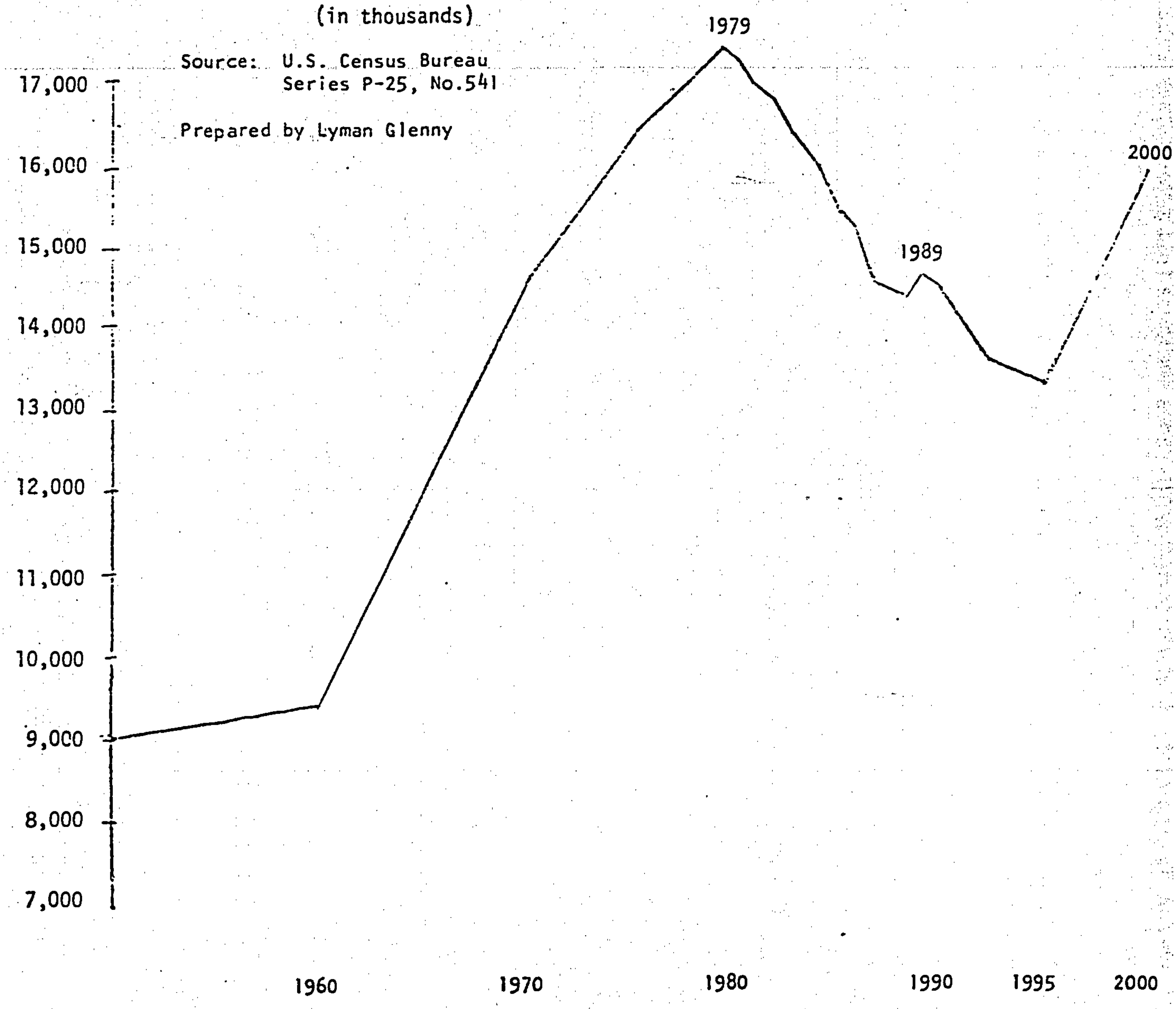


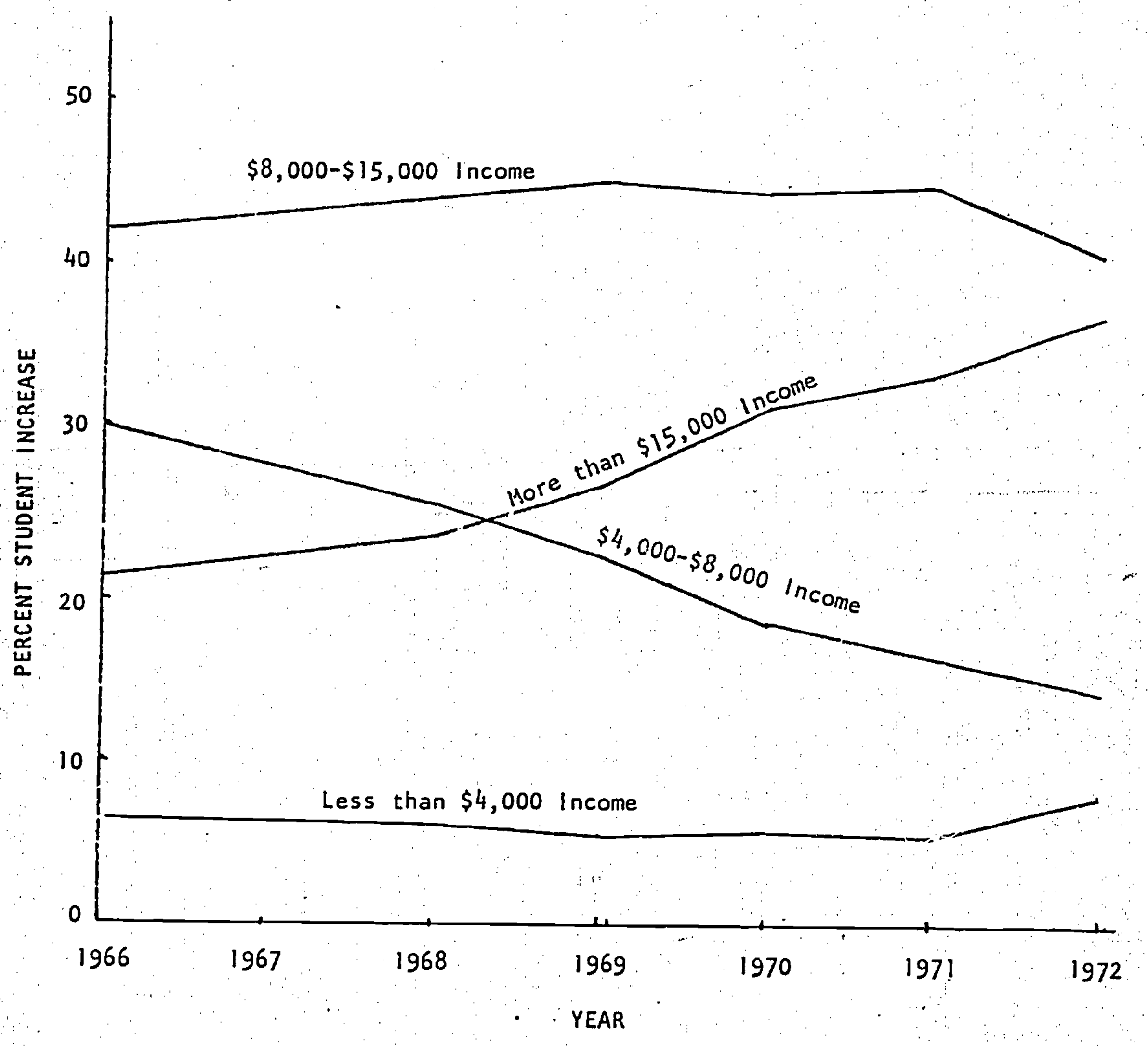
Chart 5

Changing Composition of Student Bodies

in Higher Education by Family

Income Categories

1966-1972



Source: American Council on Education, Office of Research, National Norms for Entering College Freshman: Annual Editions (Washington, D.C.: 1967-72).

Chart 6

CURRENT POPULATION REPORTS

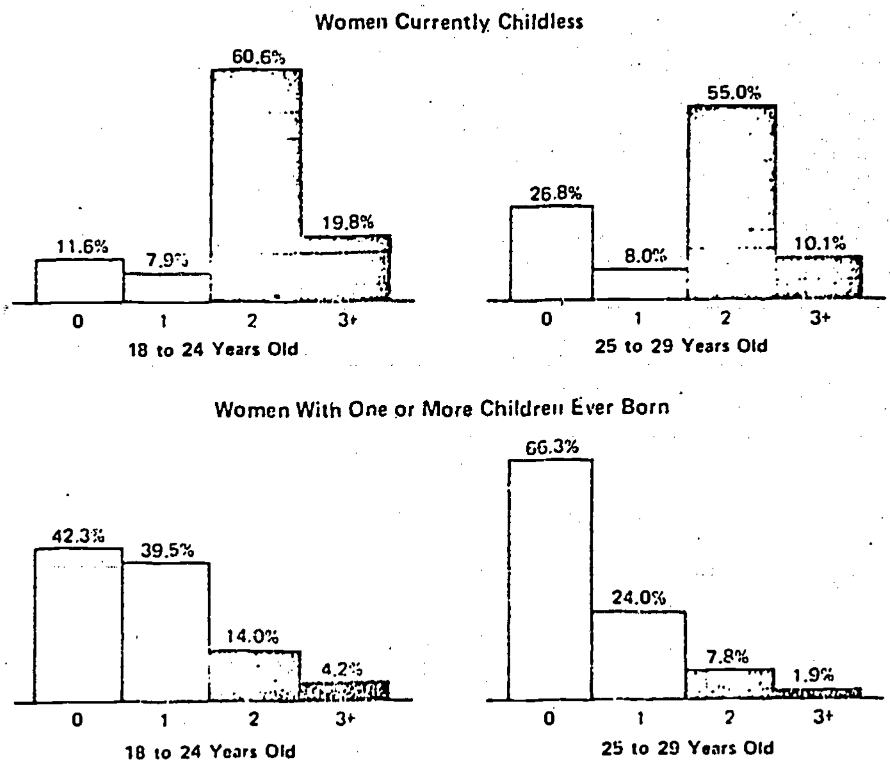
Population Characteristics

Series P-20, No. 277
Issued February 1975

FERTILITY EXPECTATIONS OF AMERICAN WOMEN: JUNE 1974

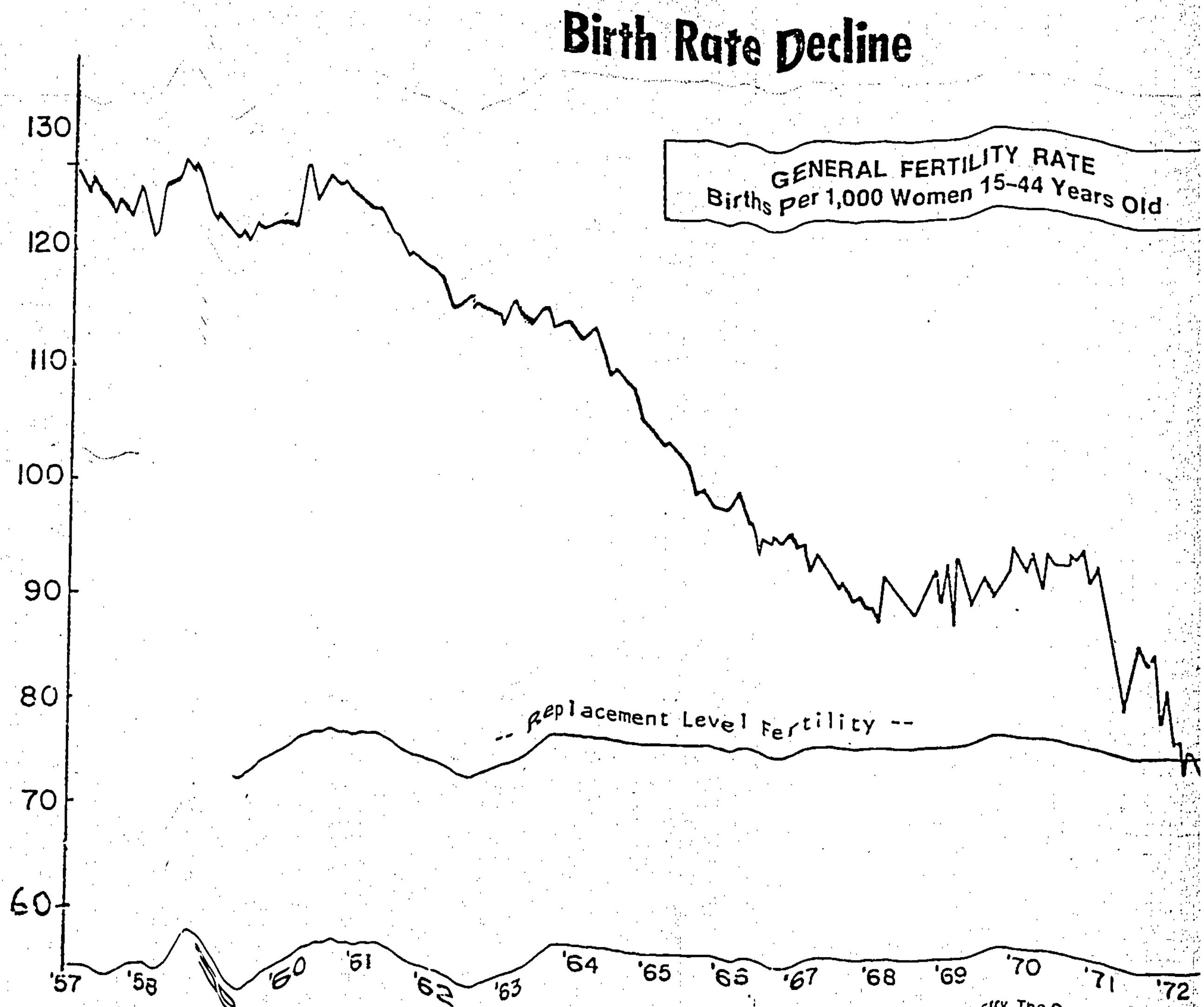
ADDITIONAL BIRTHS EXPECTED BY WIVES 18 TO 29 YEARS OLD

(By age of reporting wife)



U. S. DEPARTMENT OF COMMERCE
Social and Economic Statistics Administration
BUREAU OF THE CENSUS

Chart 7



from: Road Maps of Industry. The Conference Board. Sept. 1, 1972.

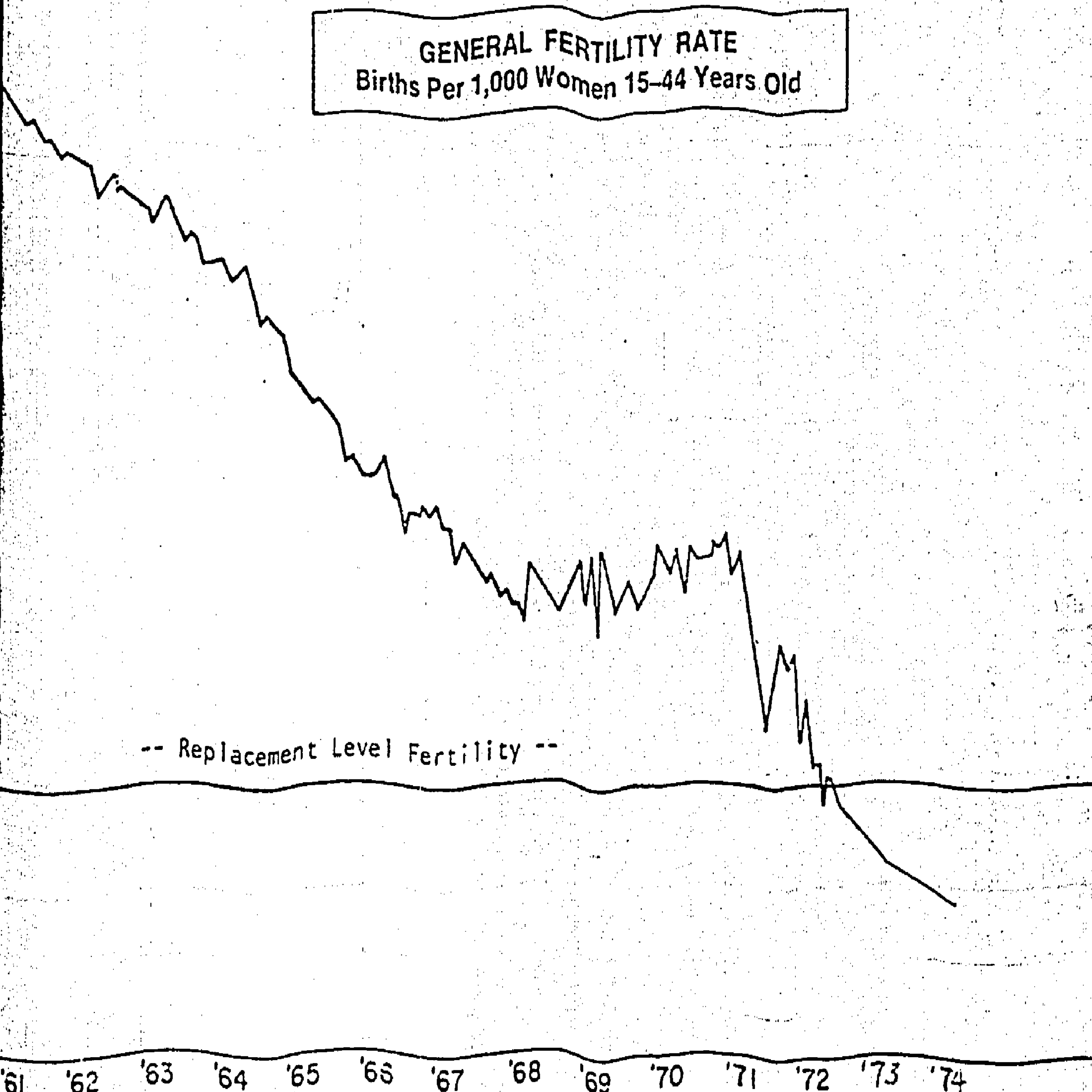
U. S. Public Health Service Vital Statistics Report, V

Prepared by Lyman A. Glenny

- 27 -

Chart 7

Birth Rate Decline



from: *Road Maps of Industry*, The Conference Board, Sept. 1, 1972.

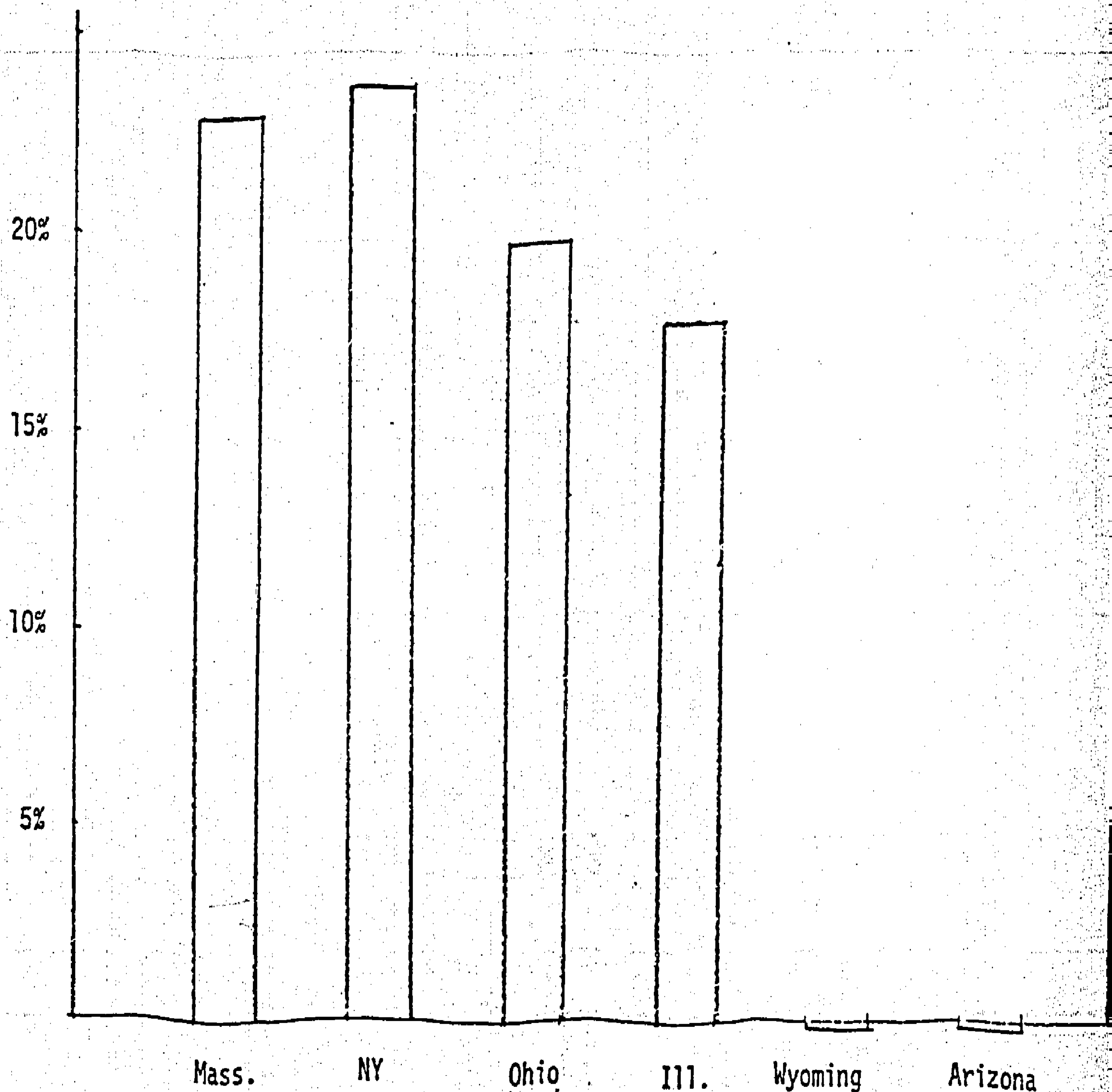
U. S. Public Health Service
Vital Statistics Report, Vol. 23, No. 12. — 1973 - 69.2; 1974 - 68.4

Glenny

Chart 8

PERCENT DROP IN LIVE BIRTHS

1970 - 1973



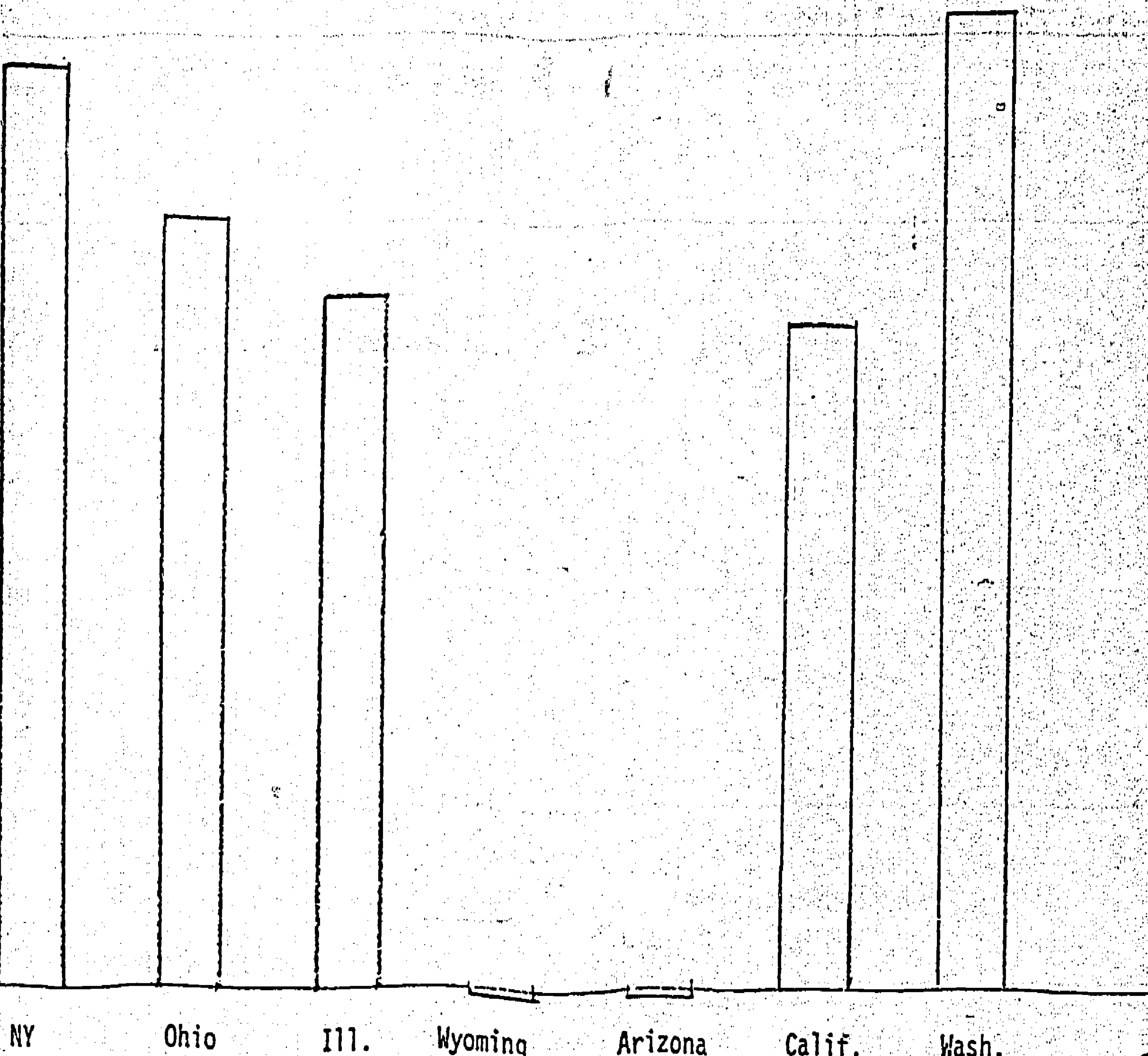
Prepared b

Source: Public Health Service

Chart 8

PERCENT DROP IN LIVE BIRTHS

1970 - 1973

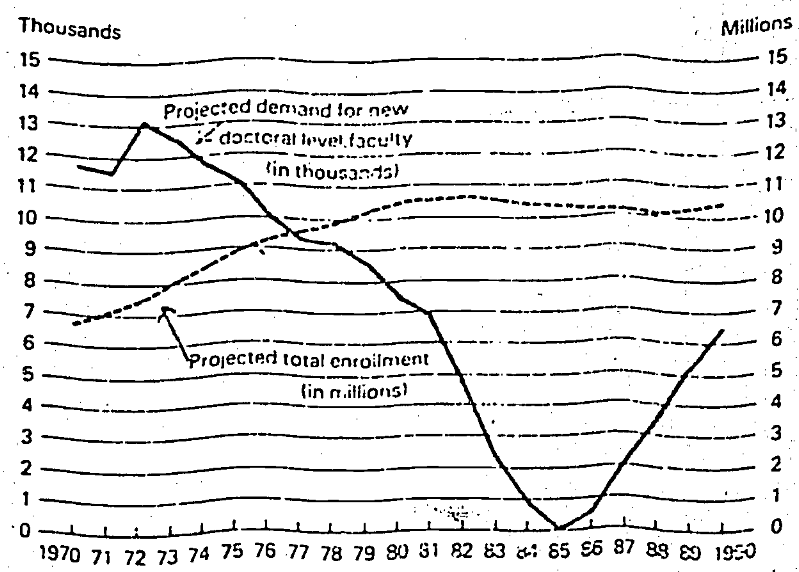


Prepared by Lyman Glenny - Berkeley

Source: Public Health Service, Vital Statistics Reports.

Chart 9

Figure 2. Projection of new faculty needed at the doctoral level



Source: Carnegie Council, More Than Survival, 1975.

We lack knowledge about who the students are in other than the colleges and universities. We do not have information about the characteristics or even about the programs in which they engage. We are particularly lacking in information about those in the industrial, military, and governmental training programs.

We do know something about the programs taken by the adults which were identified in the ETS survey undertaking for the Non-Traditional Education Commission. We also have some data from the NCES report called Adult Education, dealing with adults in 1972. However, these programs were only in certain identified areas rather than in all of post-secondary education. The most important finding from these surveys is that adults take very few college credit courses, and of those who do very little of it is in the liberal arts and sciences.

Changes in Social Trends Affecting Post-Secondary Education

Significant social changes which affect Post-Secondary Education are also occurring. For example, the size of the houses that people live in is diminishing again. We don't know what the energy crisis is really like or how much it is going to affect us, but undoubtedly it is going to affect us in some ways that are going to keep people at home more than they have been in the past. Another trend is related to the possibility of a permanent unemployment rate of 6% or 7% because of the post-war bulge of young people entering the labor market, and the fact that this unemployment rate is likely to continue for the next ten years or so. What we are really finding is that we are going to have a permanent unemployment rate of something around 7% to 8%. In spite of all the talk about the economy being on the upswing and so on, the unemployment rate is not likely to drop very much.

There is also the higher divorce rate, smaller families, and the continuing pressure to reduce the work week in order to make work for more people, thus creating a good deal more leisure which may or may not be used for education. The recent record in this regard is not encouraging for those who think that leisure automatically brings people into the educational realm.

Issues Confronting the States and Federal Government Resulting From the Thrust Toward Adult Education

The first issue is the overlap and duplication which occurs among the institutions who are competing for these students. Several different institutions are offering similar courses in the same geographic areas, spending resources in order to recruit the same students. Since some of these are public monies, the state is paying for recruitment of the same student by several different educational institutions.

The institutional motivation for overlapping and duplicating is very high. Since the enrollments are leveling off or going down for other collegiate students, institutions are all out competing for the same adults. They extend their tendrils out into as many communities as they can possibly get them into in hopes of getting further enrollment. I don't mean to be cynical about this, but the big push did occur about the same time as the enrollment started downward. These institutions have no hesitation about going into other states to do this or across the whole United States. We have many, many colleges and universities from the Midwest and East Coast recruiting and offering courses out in Los Angeles and the San Francisco areas.

States are also very concerned about a second issue -- the trend both in college and elsewhere of giving credit for previous work or current work -- credit for experience of various kinds towards collegiate degrees. They are also becoming aware that colleges give credit for a year abroad or taking a cruise, or for engaging in public service. We do not have knowledge of the volume of credit which is given for these non-regular college courses. The institutions of higher education claim the credit is being offered by the institution, although the education itself has actually been obtained elsewhere.

This leads to the third issue, which is that these credits, which have been generated by knowledge obtained elsewhere, are being funded by the state governments as if the knowledge had been produced by the educational institution. In other words, the credit hours produced are funded at the same level as those which are produced by regular college courses in regular classroom settings. We do not have the information necessary to monitor these courses and their productivity as opposed to those from more traditional classrooms.

A final issue relates to the financing both of these courses and of all non-traditional credit, and whether adults should be financed at the same rate as the regular, traditional college student. This has not been a customary procedure, since adults have paid the direct costs of their education in almost every state. The Federal government and the state governments are also likely to have divergent goals in relation to such funding practices. Yet the Federal government, even though it provides a small amount of money, tends to dominate the policy of both levels of government. We have not yet solved the problem of providing equal treatment for part-time students as opposed to the full-time student. It looks as if, in the long run, more and more money will be given

Chart 10

Table 3

Percent Increase in State Appropriations per FTE St
1963-1973 Public Institutions

	U.S.	West	Central	South
Advanced graduate and research universities	74.8	49.3	64.3	93.
State colleges and universities	101.3	67.5	104.8	118.
Two-year colleges	145.5	918.3	151.0	379.

Glenny & Kidder, State Tax Sup

Chart 10

Table 3

Percent Increase in State Appropriations per FTE Student
1963-1973 Public Institutions

	U.S.	West	Central	South	East
Advanced graduate and research universities	74.8	49.3	64.3	93.6	157.4
State colleges and universities	101.3	67.5	104.8	118.8	122.5
Two-year colleges	145.5	918.3	151.0	379.0	29.9

Glenny & Kidder, State Tax Support of Higher Education, 1974.

Chart 11

Table 1

Appropriations as a Percent of Total State Appropriations for
Public Higher Education in 50 States*

Type of Public Institution	1963	High Year	1973	Incre or Decr
Advanced graduate and research universities	62.3	1963	49.6	-12.
Other colleges and universities	28.9	1971-33.9	33.3	+4.
Two-year colleges	6.2	1973	15.5	+9.

*Percentages do not add to 100 because appropriations to coordinating and other boards are not prorated to instit

Glenny & Kidder, <u>State Tax Support of</u>

Chart 11

Table 1

ropriations as a Percent of Total State Appropriations for
Public Higher Education in 50 States*

f Public Institution	1963	High Year	1973	Increase or Decrease
ed graduate and arch universities	62.3	1963	49.6	-12.7
colleges and ersities	28.9	1971-33.9	33.3	+4.4
ar colleges	6.2	1973	15.5	+9.3

*percentages do not add to 100 because appropriations to coordinating and other boards are not prorated to institutions.

Glenny & Kidder, State Tax Support of Higher Education, 1974.

to students, and we will probably end up with some kind of voucher system or at least an aid or grant program which has characteristics of a voucher system.

45

HOW NCES/HEGIS CAN BETTER SERVE INSTITUTIONS OF POST-SECONDARY EDUCATION

Dr. Ben Lawrence
Director, National Center for
Higher Education Management Systems

This paper was delivered by Dr. Robert Wallhaus for Dr. Lawrence who was unable to attend the conference. Dr. Wallhaus is the Deputy Director of the National Center for Higher Education Management Systems.

Certainly, some of what I have to say will be repetitious of statements I have made at past HEGIS Conferences. There will be, however, some major departures. Some of the things that were major issues at previous such conferences are lesser issues today. One of these emerging nonissues is timeliness. At conferences that preceded HEGIS VII and VIII, all of the participants -- myself included -- devoted so much time and energy to discussing the need for timely data and ways of achieving it that we never did get down to discussing the content of the surveys or the uses of the resulting data. At that time, delays between collection and publication of even summary data were as long as three to four years. Timeliness was the obvious central issue.

While the timeliness issue is not completely dead, NCES has made tremendous strides toward improvement. In each of the last two years, summary data on opening fall enrollments were available in December -- only two months after the data were submitted. Early-release financial statistics are also becoming available much more quickly. To be sure, there are instances in which the elapsed time between collection and publication of data remains unacceptable. But the improvements that have been made signal to me, at least, that NCES is in the process of solving the problem of timeliness of data.

Another emerging nonissue is that of access to the data that NCES does collect and publish. There were times in the past when the data, even after being collected and processed, were largely inaccessible -- at least in the desired detail. Through extensive efforts by NCES and others, most of the limitations imposed by institutions on release of data have been removed. In addition, through the mechanism of EDSTAT, NCES has moved toward making its data much more readily accessible, physically, than at any time in the past. While there are unresolved problems in this area, I also think that there is sufficient movement towards resolution so that we need not devote a disproportionate amount of our time to the topic of access at this conference.

The fact that there have been significant breakthroughs in both timeliness and accessibility of data does not mean that NCES has become all that we would like it to be. It does mean, however, that we can now focus on a new set of issues and on some new opportunities. It is on these other areas in which NCES can improve the services provided to the institutions of post-secondary education that this presentation will focus on.

Perspective on Services to Institutions

The National Center for Education Statistics is the nation's focal point for information about education. The authorizing legislation contained in the Educational Amendments of 1974 specifies that NCES shall "collect and report full and complete statistics on the condition of education in the United States." While NCES is not the only agency mandated to collect information from and about institutions of post-secondary education, it is the agency having the broadest charge in this area -- the single largest collector of data from institutions of post-secondary education.

Because NCES is the major collector of information, it is also becoming increasingly viewed as the most likely source of information by institutional administrators who need data to support their decision-making activities. If NCES is to better serve institutions of post-secondary education, it must focus on both sides of this dual relationship. It must become both a better, more effective collector of information and a more capable and helpful provider of information. I have given some thought to ways in which NCES could better serve institutions in both of these roles. For further discussion at this conference, I would like to note some of these areas:

Improvements in Data Collection Activities

From the institutional perspective, the whole process of providing information to external groups, agencies, and constituents is rapidly getting out of control. The numbers of requests for information and the kinds of information being requested are both proliferating wildly. In trying to respond responsibly to these requests -- many of which are legitimate and necessary -- institutions are faced with what can be characterized only as costly chaos. As providers of information, the institutions are aware of the duplication in data collection activities and of the proliferation of data definitions and categories being developed and used by collectors. Administrators are not only aware of the problems, but are increasingly concerned about the burdens being imposed on their institutions. In times of financial stress, institutions cannot afford the unnecessary and some aspects of data collection are unnecessary. If they are to get relief in this area, something must be done to reduce the definitional variations and conflicts and redundancies in data being collected that are an everyday fact of life in these requests.

By virtue of its mission and scope, NCES is, de facto, in a leadership position with respect to collection of education data at the national level. This position also makes it influential with state and other data collectors. NCES is ideally situated to take actions that could alleviate some of the problems faced by institutions as they try to respond to information requirements of their multiple, diverse constituents. Unfortunately, NCES so far has not carried out this leadership function with respect to data collection at the national level as effectively as we might wish.

The following actions could enable NCES to provide some of the necessary leadership:

1. Develop a statement of rationale as to why specific kinds of information are being collected and document uses of data.

In short -- convince data providers that it's worth their effort to do so. There is a strong suspicion on the part of many data providers that the data collected through HEGIS are never used to significant advantage -- they may be the stuff with which history can be reconstructed, but they have little impact on the present or the future. A statement as to why the data are being collected -- even if the rationale is only to satisfy the requirements of a particular law -- and brief, widely disseminated documentation of cases in which data were used to advantage would do much to eliminate the feeling that filling out questionnaires is a meaningless exercise.

2. Actively coordinate national data collection activities.

NCES would provide institutions with a significant service if it redoubled efforts to coordinate data collection activities with other Federal agencies. Somewhere in the Federal establishment, someone must take greater responsibility for ensuring that the data collection activities of those agencies are consistent and nonduplicative. Historically, this function has been performed, to some degree, by representatives of single institutions or by groups of institutions acting cooperatively through such organizations as NACUBO, NCHEMS and ACCRAO. It would be much more appropriate if this function were performed by NCES. NCES should take the responsibility for systematically reviewing the data collection activities of other agencies and actively interceding on the institution's behalf -- for example, through reconciliation of definitional differences, and, more beneficially, by identifying sources of data that would leave institutions free of duplicate efforts. This coordinative function should extend beyond coordination of data collection by those agencies whose primary purpose is program monitoring and evaluation. Through this network, institutions could readily obtain information about interpretation of questionnaires and about changes in data definitions and NCES's data collection intentions sufficiently in advance to adjust their own systems. Further attention to the development of similar communication networks in other areas would benefit both NCES and the institutions.

Development of a Framework for Collection of Data at National Level

A significant need exists for NCES to develop and disseminate an overall framework, or model, for collection of educational data at the national levels. At the present time, there is no generally accepted basic concept of the post-secondary education informational universe -- no common agreement on the major categories and subcategories of information, no widely recognized way or organizing data so that it makes sense to collector and provider alike. To be sure, NCES has taken steps to identify and define some of the pieces, such as finance data and student data. NCES has not, however, at least not to my knowledge, undertaken the most significant task of developing a rational scheme that describes the ways in which the pieces fit together and interrelate. In short, there is no model, no conceptual framework, of post-secondary education from which the data collection plan is obviously derived. In the absence of a model that is accepted and used at NCES, the state and national agencies, the associations and professional societies that do collect data, all develop their own views and approaches.

3. Provide a good example.

NCES can furnish institutions a significant service if, before collecting data from those institutions, NCES makes absolutely sure that there are no alternative sources of that data. As one example, in the fall term, institutions will be asked to complete an extensive student migration study as a part of the next Higher Education General Information Survey.

Prior to the study, NCES should be completely convinced that data from other sources, for example the Cooperative Institutional Research Program at UCLA, would not yield data that would satisfy the requirements being addressed through HEGIS.

4. <u>Keep data providers informed.</u>

NCES should more diligently cultivate its relationships with institutional data providers. More effort should be devoted to development and maintenance of a network of people who can work together to accomplish the benefits we are all striving to achieve. I believe history will bear out that NCES gets better data, faster, and that institutions are more responsive, when there is a direct, personal link between the institution and the data collector. I refer specifically to the experience with facilities data. The existence of a higher education facilities commission meant that there were individuals with whom the institutional data providers could interact directly in each state. Development, or adoption, of a single conceptual framework from which data collection activities and strategies could be derived would be invaluable. The development of a rationale is an integral, necessary step in the development of any such model. In developing the model, much of the missing rationale would also be created. It would be a template against which the data collection activities of various agencies and associations could be compared. Duplication could be more readily identified and coordination improved. It would provide a basis for assessing the extent to which definitional conflicts existed -- and identify points where an agency was seeking only further elaboration of information already collected elsewhere. Finally, it would provide a foundation on which to base communications to data providers -- and a way of providing some assurances to institutions that they know the dimensions of the national-level game plan when they set out to develop their own systems.

For these reasons, I urge NCES to actively support the development of a conceptual framework that would describe the informational universe in such a way that data collection activities and the necessary interrelationships could be readily derived. This framework should be developed openly, and the crucial actors should be involved at each step of the process. Only through the widescale use of a common approach to data collection can costly proliferation be curbed, and some of the critical services being sought from NCES be acquired.

<u>Improving Services to Institutional Data Users</u>

Historically, most institutions have not viewed NCES as providing a service to them. Rather, NCES has been seen as a servant of national and, to some extent, state users. This is changing somewhat -- but neither NCES nor institutions are well accustomed to this new relationship. Following are several ways in which NCES can significantly improve the services it provides:

1. NCES can improve dissemination of, and effective access to, the data it has available.

Dissemination must extend far beyond the compilation of raw data and making them available through either documents or data bases. With regard to EDSTAT, NCES should insure that the data are not only available in a technical sense, but that potential users are informed -- through training sessions or whatever -- about access to those data. Data sitting in a computer somewhere is not really valuable if people don't know how to get at it.

2. NCES could also provide a service by improving the utility of the data it has available.

For example, the data collected by NCES would be of much more benefit to institutions if NCES were to carry out continuing topical analyses in areas important to institutions and widely publicize the results. Dissemination need not (and probably should not) take the sole form of selectively compiled raw data. Calculation of some basic ratios or indices and their dissemination is clearly in order. I would also like to see some significant technical improvements to the EDSTAT II data base that would make its contents more useful. At NCHEMS, we have found that EDSTAT does provide us with a mechanism by which we can assess individual files in the data base and retrieve selected items of data. We have also found that it is prohibitively expensive and almost impossible to utilize this data base in a true analytic mode. These various files cannot be assessed simultaneously so that ratios can be developed, for example.

3. NCES should move toward becoming a clearinghouse for a basic set of information that is crucial to decision-makers at the institutional level.

It must be recognized that many of the data most needed by institutions, are not data about educational institutions and may be the kind most easily acquired from sources other than NCES. Institutions already have access, through a wide variety of informal mechanisms, to institutional data. The data they need, but do not have access to, pertain to such things as demographics, the economy, and manpower requirements. Most of these data are collected and are readily available somewhere in the Federal establishment. There is, however, no central source of these data. Nor is there any mechanism whereby the specific data can be selected and formatted so as to be of particular use to post-secondary education decision-makers. The Center could provide a significant new service to institutions by acquiring data from the Bureau of Labor, the Bureau of Census, and similar sources, formatting it in ways that are appropriate to post-secondary education, and making it available through whatever mechanisms are available.

MEASURING THE EFFECTS OF INFLATION ON HIGHER EDUCATION

Dr. D. Kent Halstead
Research Economist
U.S. Office of Education

and

Dr. G. Richard Wynn
Vice President
Cedar Crest College
Allentown, Pennsylvania

Dr. Halstead and Dr. Wynn gave a concise, detailed description of the problems and products associated with the measurement of inflation as it affects higher education. A series of tables and graphs were given to the participants to assist in the explanation.

Dr. Halstead has developed a Higher Education Price Index (HEPI) which measures the effects of price change, and price change only, on the goods and services purchased by colleges and universities through current fund educational and general expenditures excluding expenditures for sponsored research. The change in HEPI values from year to year may be interpreted as the change in resources required to offset the effects of inflation in buying the same kinds and amounts of goods and services previously purchased.

This price index can serve many useful functions. Most importantly, index values may be projected into the future to estimate the degree of change in expenditure levels that will be necessitated by any anticipated price changes. The projected indexes are used to inflate expected "real resource" needs to equal required actual dollar future funding requirements. For example, suppose that on the basis of the trend in HEPI values, college and university officials conclude that faculty salaries and the cost of supplies, materials and other education inputs will increase by about 7 percent for the next 2 years. This information permits persuasive argument for across-the-board increases in appropriations of at least 7 percent per year to provide equivalent (constant dollar) fixed inputs to the educational process. Of course, other effects such as change in enrollment, a need to purchase new types of equipment, and the addition of programs, also would have to be considered in arriving at estimates of total expenditure requirements.

Past expenditures may be compared with movements in the HEPI to ascertain whether expenditures have kept pace with price level changes. For example, suppose that during the past 5 years current operating expenditures per full-time equivalent student in a higher education system increased by 5 percent each year, but the HEPI increased by 7 percent. Since the index is designed to measure the overall price change in representative inputs of fixed quantity and quality, this comparison suggests that a decline has occured in the ratio of education inputs to students. This may have caused some deterioration in the quality of education being provided, curtailed certain programs, necessitated greater operating efficiency, or caused some combination of these actions which would permit lower unit operating expenditures. In any case, the index will have served to indicate a disparity between increases in prices and in expenditures, the significance of which warrants investigation.

The HEPI may also be used to deflate dollar incomes to identify trends in funding from different sources in terms of their level of real purchasing power. For example, tuition charges or appropriations used for educational and general purposes by colleges and universities may be deflated by the HEPI to determine the extent that income from these sources has increased to offset the effects of inflation or institutional buying power. Furthermore, specialized relevant sub-indexes may be used to deflate either incomes or expenditures used for particular purposes. Thus endowment income restricted for new library volumes could be converted to constant purchasing power by using the price series for books and periodicals. The new acquisition budget could be deflated in the same manner.

The HEPI and other price indexes developed by Dr. Halstead will soon be published by the U. S. Office of Education in a book titled Higher Education Prices and Price Indexes, together with a supplement updating the index for fiscal year 1975. These publications will receive normal Office of Education distribution to all institutions and be available from the Government Printing Office. To facilitate immediate use, values of the HEPI reported at this conference are as follows:

Fiscal Year	HEPI (1967 = 100)	Percent Change From Previous Year
1971	128.7	6.4
1972	135.8	5.5
1973	142.8	5.2
1974	152.8	7.0
1975	166.0	8.6

Dr. Wynn directed much of his commentary to explaining and clarifying the use of price indexes and their limitations by citing examples of index application to a sample of liberal arts colleges. Higher education is a labor intensive service industry, more vulnerable to wage inflation than price inflation. Some three-fourths of the educational and general expenditures of institutions of higher education are for the salaries and wages of employees. The inflation in such salaries and wages has been considerably more rapid than that of the goods and other services purchased by institutions of higher education. As a result, it was found that from 1964 to 1973, inflation in the higher education industry considerably exceeded that of the Consumer Price Index and other national measures of inflation. However, in the past two years, increases in higher education salaries and wages have lagged behind the increases in the Consumer Price Index. The resulting slowing of inflation in higher education has been accomplished at the expense of "real" wages of the employees of these institutions.

He also pointed out that there are significant differences in the rates of inflation impacting on different programs within a single institution. For example, the library has experienced much more rapidly-inflating prices for the goods which it purchases than other programs within the institution. Such differential rates of inflation have important implications for internal resource allocation. Given these differential rates of inflation, an across-the-board budget cut or budget increase does not lead to an equitable allocation of resources.

Copies of Dr. Wynn's report "Inflation in the Higher Education Industry", published by the National Association of College and University Business Officers (Professional File, Vol. 6, No. 1, January 1975) were distributed to participants. The article presents an excellent discussion of the effects of inflation in liberal arts colleges, explains differential internal rates of inflation, suggests the design of a comprehensive model for measuring inflation, and presents some expectations of future inflation.

NCES PLANNING

Mrs. Iris Garfield
Planning Officer
National Center for Education Statistics

Planning in the new Center is a democratic and collaborative process. We are at this moment putting the Fiscal 1976 plan into final form and laying the groundwork for Fiscal 1977. The ideas and suggestions which we gather from you who are participating in this HEGIS conference will be reflected in our efforts.

In preparing to share my ideas with you today, I searched for a definition of planning which incorporates its major aspects:

- goal definition
- objective setting
- review of past, current and proposed activities
- identification of data gaps and attention to users' needs (which come from all of you)
- the weighing of alternatives, and finally
- making program and budget decisions in the light of resource limitations, both human and financial.

In short, we try to muddle through systematically.

When I say that we are muddling through systematically I do not mean to give short shrift to all the very careful steps in the planning process. I just mean that the end product, after much agony, particularly the writing (which is endless and must be terribly precise) may not elegantly reflect the grand design toward which we are working or the process through which we are trying to achieve the design.

When we plan we do not begin with a tabula rasa. There are constraints. The constraints are users telling us what to do, what is needed to help make decisions.

Because these constraints are so critical to our planning process, it is useful to review them. First, there is the authorizing legislation which delivers the mandate from the Congress.

The new law calls upon us:

1. To collect, and, from time to time report full and complete statistics on the condition of education in the United States;

2. To conduct and publish reports on specialized analyses of the meaning and significance of such statistics;

3. To assist State and local educational agencies in improving and automating their statistical and data collection activities; and

4. To review and report on educational activities in foreign countries.

In addition to this mission, we have been directed by Congress to conduct several one-time studies, such as the educational needs assessment of children and adults with limited English-speaking ability, and to initiate several ongoing activities, as the establishment of the consortium of Federal agencies to develop a shared base for educational statistics.

Given that these special directions came after our budget level request to Congress had been established, and only a few brought with them additional funds, it is obvious that their short-run effect on our planning process was to focus discussion on "how can we complete these tasks?" and not on "What types of information do we want and need in the future?".

A second constraint is the program reviews undertaken by the Office of the Assistant Secretary for Education, by HEW's Office of Program Planning and Evaluation and by the Office of Management and Budget. These reviews, for which we are now preparing, set budget levels and provide program direction.

A third constraint is supplied by Federal users of data outside the Congress. While an important change of focus resulted from legislation removing the Center from the Office of Education and placing it within the Office of the Assistant Secretary for Education, we still have more unique responsibilities as the major Federal repository of information about education. Because we are the first agency to whom many agencies or programs turn, it behooves us to at least stand ready, if not in anticipation of needs, then with the capacity and intent to fufill the needs of policy groups.

A fourth constraint is supplied by a host of users -- individuals, institutions, educational agencies and jurisdictions which express their needs for educational statistics in a variety of ways. This articulated demand is an important -- though -- not always visible -- component in the planning process. These users keep us attuned to demands for information and the changing nature of these demands.

These constraints provide bounds. Within these bounds, it is the task of NCES to develop a coherent system of statistics about education. We have not always done this well.

There have been, as you know, serious criticisms of the Center for a long period of time. Many of these were brought together and expressed in the hearings conducted by Congressman Carl Perkins in May of 1974.

We take those criticisms very seriously as we try to realistically develop a program for the next year and for future years -- and, we are aware of them, as we work day by day.

You are familiar with the criticisms but let me review the list prepared recently by a Congressional staff person.

... Lack of timeliness -- too long to gather, too long to report
... Lack of data analysis
... Gaps in information
... Lack of data useful to policy makers
... Not responsive to Congressional requests
... Slow NCES growth
... Imbalance in staff -- too many chiefs
... Burden to the state and individual respondents.

I think we are making good progress in responding to these criticisms. In particular, I refer to early releases of some of the HEGIS data, and reduction in the backlog of data which heretofore had not been available on tapes or in publications. Lack of data analysis is a severe problem because it, like timeliness, is labor intensive, and requires staff. The staff is coming but even the hiring process, as it is conducted in the Federal Government, takes time.

The Congressional mandate established requirements by users. Budget levels set by the Administration and appropriations by the Congress give us the planning framework. But another aspect of planning is anticipating needs of users. We must review expiring legislation and anticipate Congressional needs for their decision making. We must review new bills, assay chances of passage, and determine how we might be of service.

We must be attuned to Congressional concerns outside of education to see how these relate to our data gathering and analysis. The Congress is now concerned with the economy, jobs, manpower. We plan, for example, a chapter in the next Condition of Education Report on education and work. Enthusiasm in the early 1960's for the human capital theory, which attributes higher earnings to the greater productivity of the better educated, has diminished. At the upper end of the spectrum, data supports the relationship between education and income. But, the inability of the labor market to meet the demands for professional jobs for the ever growing numbers of college graduates entering the job market suggests to many that education doesn't necessarily mean a good job or even work -- in the present economy. We need to examine our justification for expenditures in education and to perhaps put more weight on education as a public good rather than as a certificate for work.

Anticipatory issues come from many sources in and outside of the the education community. One of the really exciting aspects of the Center's planning is openness to these ideas and channels for sharing them with all of you.

While I have tried to share the framework for our planning, I need to emphasize there is still an enormous discretionary area.

There is a balance to be struck between issues and techniques; between data assimilation and reporting on the one hand, and data analysis and interpretation on the other. While our emphasis has been strongly on the former, we do hear calls (especially from our users directly involved in policy making) for some support in areas of interpretation. An example frequently cited is the need for a "Cost of Education Index", to identify and impartially explain the differentials in cost which we all know exist in the provision of services at both the elementary/secondary and postsecondary levels.

Returning to data collection -- even that poses some problems: how best do we gather information which will illuminate current issues? For example, which kinds of statistics can and should be gathered about such current issues as:

- education and income policy

- education and work opportunities

- access to educational opportunities

- the impact of Federal participation in education through programs, loa   or grants

- expansion of preprimary education

- expansion of recurrent or life-long education

- diversification of educational experience both within traditionally educational settings as well as in nontraditional modes

- education to meet the needs of particular population groups (handicapped, bilingual, disadvantaged)

- management of the educational enterprise -- the effect of unionization; use of existing facilities under conditions of declining enrollments; the student, the teacher and technology -- what is the proper mix?

- equitable arrangements for financing education at all levels.

It is appropriate at this point to look briefly at the process we are using for planning.

Internally our planning is a collaborative process.

We are taking this point in time, with a new mandate, as a chance to open up the Center's program for an across-the-board look at all our projects and previous commitments, and to try to see our entire program and previous resource allocations. We are looking hard at what we are doing, examining why we are doing it, and surfacing whether it should, in fact, be done at all.

In this, a Centerwide activity, our orientation is service. I hope that the new Center's orientation and focus on service is coming through. While I know many of you are accustomed to this service orientation from those with whom you have worked closely in the Center, it pervades our efforts now as Mr. Nassetta communicated this morning.

Our effort is to focus on issues which will provide you as policy makers with the data and analyses, where possible, that are needed.

We plan that resources will flow to priorities and a first priority is service to the community. Many of you participated in developing the Fiscal 1976 plan which we are now putting into final form. Your ideas for making the 1976 program as strong as possible are welcome as are your suggestions for 1977 and years forward.

The forward plan, in this case the preliminary plan for 1977 (which heretofore had not been required until the fall), is preliminary and during the coming summer we will be reviewing its specific format with agencies in and outside of government. The Secretary of HEW had asked for plans for both years this June which has compressed our time schedule considerably.

The planning process itself is complex for we must balance new and improved recurrent data gathering against activities which, although we have been engaged in them to some extent, are now a part of the new Center's mandate -- technical assistance to the States and local education agencies and data analysis.

There is also the entirely new activity of reporting on education in foreign countries. We will proceed with this new activity slowly, learning the field and sharing the comparable data which is available. We plan that the studies to be conducted in foreign statistics will be managed in the Center by those whose subject area expertise is required. This will give more people in the Center access to foreign educational practice and give us all a shared opportunity to participate.

I have talked more about influence, directions and ideas than I have about mechanics or deadlines for plan preparation. While I could offer as one explanation the fact that I am relatively new at the job, and so am not up on all the forms, I would prefer to think that you, as important contributors to both process and product, and us, as coordinators and articulators of the results of planning for a coherent system of statistics about education now have a unique opportunity to fulfill our aims. We need your help.

SHIFTING TO A CONCERN FOR QUALITY: A MAJOR CHALLENGE TO HIGHER EDUCATION TODAY

Mr. Robert P. Hanrahan, Deputy Assistant Secretary
for Education
Department of Health, Education, and Welfare

C. P. Snow, the British novelist, once described our network of colleges and universities as "one of the greatest glories of the world".

But as "glorious" as this system of higher education of ours may be, it does have its problems. You who are gathered here at NCES's 11th Annual HEGIS Conference are certainly well aware of them -- declining enrollments, inflation, recession, etc. What I would like to do here today is to try to put these problems into perspective for you.

This perspective is a simple and familiar one. It is the perspective of change -- the change challenging most of our social institutions today -- and not only those of higher education. Certainly our colleges and universities find themselves in a financial crunch -- especially the private ones.

But serious as this is, it is only part of the story. The central issue -- the basic one that has to be faced -- is change -- the need to adapt to the new educational needs and requirements of our population. I would like to discuss one such need for change in higher education. It is the need to shift from a concern for quantity to a concern for quality. Quantity was our chief concern in the 50's and 60's. And rightly so. We had to expand higher education's facilities and faculties to take care of World War II's "baby boom" population.

But now the "baby boom" population has been graduated from college. Enrollments are leveling off. In fact, they will be falling sharply. A Yale researcher, Stephen T. Dresch, predicts enrollments will shrink by 46 percent between [illegible] and 1990. There is no further need for expansion. Many regard this as a serious crisis. I don't. I think it's an opportunity -- if we view it from the perspective of the need to change, to adapt to new requirements.

Change there has been in the last two decades, but it's been by and large only quantitative change. Merely more of the same thing. Don't misunderstand me. The way higher education rose to the challenge to meet the needs of the time was impressive and admirable. It's what inspired C. P. Snow to make his remark about our colleges and universities -- about their being one of the "greatest glories in the world". The growth of higher education was indeed impressive. From 1950 to 1972 enrollments tripled. By 1972 half of all Americans between the ages of 18 and 22 were attending some kind of postsecondary institutions. Half of our colleges and universities of today did not exist in 1955.

But with this rapid growth came basic structural changes and dislocations. The number of private institutions declined -- from one-half of the total to one-fourth. The student body became more heterogeneous. No longer typical today is the 18 to 21-year old student attending college full time. The older student, even the retired person, attends part-time, evenings or weekends.

No longer typical is the small, residential campus, with its intimate setting for students and faculty. We now have the mass, impersonal commuter-type institutions, with little close contact between students and teachers. Most students today attend institutions with enrollments of more than 10,000. Higher education has become a big industry, spending $40 billion annually. But as I said, while all this growth was impressive, it involved mostly providing more of the same thing. Relatively little was done to improve quality or to change and adapt to new needs.

This is still the case today. Funding for quality improvement and innovation is relatively scarce. Federal funds go mostly to operating programs and student aid. State funds go chiefly to operating programs under rigid formulas. Private foundation grants and donations are relatively a minor item.

I said higher education has become big industry, spending $40 billion annually. But of this $40 billion only about one to two percent is spent on quality improvement and innovation. No other industry spends so little on improving its product. If it did, it wouldn't survive the competition. We at the Federal level have begun to devote more attention to quality improvement. We want to protect the huge investment we are making in student aid. We recognize we have a leadership responsibility and we intend to meet it.

Central to our effort is our Fund for the Improvement of Postsecondary Education, which, like NCES, is part of the Office of the Assistant Secretary for Education. The Fund is in its third year of operation. By the end of this year, it will have disbursed more than $30 million in grants. Recognizing the importance of stimulating innovation and quality improvements in higher education, we have asked for a substantial increase in the Fund's budget for FY 1976 -- from $12 to $18 million.

Of course, achieving quality is not as easy as achieving quantity, no matter how much funding you have. It's more than just transferring federal funds to the States.

How do we define quality in higher education? We really don't have any clear notions about this so far. Most likely we need several definitions to match the several different kinds of students higher education is called on to serve these days. But we shouldn't wait for definitions of quality. There are some things we can begin to do now.

We can begin broadening the concept of excellence in higher education, so that it accommodates both the wide range of human talent and experience, and the varied skills and knowledge society requires. We can begin emphasizing teaching instead of just research. Right now research is the only standard of excellence among faculty members. They think of themselves as researchers and scholars first, and as teachers only second. But if we are to make any headway in quality improvement, we have to convince them that it's respectable to talk about finding better ways to teach -- and not just about some new insight into a play by Shakespeare. Not that scholarship and Shakespeare aren't important. Of course they are. But unless what scholarship produces is taught in a way that integrates it with other knowledge and experience, it's not going to do the average undergraduate student much good.

Unfortunately, much college instruction these days is not geared to the needs of the undergraduate. Instead, subjects are taught in a way benefiting only those wanting to make a particular discipline their vocation. Professors of history teach only for those wanting to become professional historians, and so on for other disciplines. The "professionalism" in undergraduate instruction has arisen because of emphasis on research. Typically, the undergraduate instructor at today's college couples a light teaching load with plenty of time for research and publication. I suppose one reason research gets so much emphasis is because it attracts funding. That's unfortunate. We have to find ways to make teaching equal in prestige and reward to research.

Here are some other things we need to do if we are to bring about an improvement in quality in higher education. We need to expand the range of the higher educational experience to accommodate the new heterogeneous student body we have today. Among other things, we need to find ways to give academic credit to older students for competencies acquired from adult experience and work outside the classroom. We need to bring the worlds of education and work closer together, as President Ford stressed in his Commencement Address at Ohio State University last August. Young people are demanding more career relevance in their education and we must do all we can to provide it.

We need to find ways to more effectively utilize higher education's capital and human resources. This means paying more attention to cost-effectiveness. This is especially important in higher education because the cost of educating students is rising faster than most other costs in our economy. We must think harder about the purposes and outcomes of teaching activities. Then we must find the most cost-effective means to achieve those purposes and outcomes. One cost-effective approach would be for small private institutions to pool the use of facilities, along with purchasing and hiring. Our Fund for the Improvement of Postsecondary Education is funding such a project to see if it's feasible.

We must hold educational enterprises accountable for the public funds they spend. We need to find ways to achieve accountability without causing rigidity and resistance to change, which so often happens. I know that most educators are less than enthusiastic about accountability being applied to education. I understand one said you can no more apply accountability to education than you can to things like friendship. My answer to that is that no one has ever requested public funding for friendship, to my knowledge. But so long as such funding is requested for education, we'll have to live with accountability -- and find ways to improve it.

We must not limit education to a mere transmission of knowledge. Education, especially higher education, should transmit the values of our cultural heritage as well. It should make the development of the whole person its goal and not just his intellectual side. This is in the best tradition of a liberal education. It is what undergraduates have a right to expect for the tuition they pay.

Now I come to an important point: How do you implement quality change, given the present organizational set-up of our higher education system? It's not easy because it's not really a "system" at all, at least in the sense that it has a single, clear top-down line of authority. You have no single change-agent through which to effect quality change. What you have is a diffusion of power in 2,700 independent colleges and university units, and units within these units.

When you want to effect change in student aid, you can work through student aid officers and their organizations. These are your change-agents. Similarly, if you want to improve reading in elementary and secondary schools, you work through the reading teachers and their groups. These are the change-agents in this particular case.

But if you are trying to achieve a broad-gauge kind of improvement in a broad area such as higher education, you have no single change-agent, or even a set of particular change-agents. You either have to work through 2,700 college presidents or as many more deans of faculty -- or somehow unite all these elements into one or two change-agent groups and work through them.

Let me now say a few words about the Federal role in the quest for quality improvement.

We have a broad mandate and we intend to keep it that way. We will lead and stimulate, but we will not impose specific solutions across-the-board because needs and problems, whatever they are, differ from campus to campus. Mostly we will say, "Here are some of the problems we have found through research we have funded. What are you going to do about them?" We will encourage and build on local initiative wherever we find it. The actual job can only be done by people such as you. We will also do all we can to make improvements in higher education highly visible. Not for any self-seeking "PR" reasons, but in order to provide incentive to others to seek improvement.

And by making improvements more visible, I do not mean simply disseminating the printed word. You've got to go beyond that. You've got to get people involved in activities, along with the institutions they represent. You can't do that by just distributing a few dry research reports that eventually wind up on an obscure, dusty shelf. You have to build "people networks". You have to build a chain of reinforcing activities so that one improvement leads to another. You have to get broad commitments from institutions, and not just from a few researchers.

We also intend to avoid becoming captives of particular constituencies in our quest for quality improvement. This would endanger the credibility of whatever results we achieved. I can assure you that our Fund for the Improvement of Postsecondary Education at HEW plays to no particular constituency.

Finally, I'd like to stress the urgency of getting on with our quest for quality improvement. Now may be our last chance because of the rigidities developing in the system of higher education. For example, tenure has reached as high as 80 percent in some institutions. And collective bargaining is just around the corner.

We must hurry before quality improvement becomes an even more difficult task than it is now.

This may be our last chance for the colleges and universities you represent to maintain their reputation as one of the world's "greatest glories". I urge you all to become "change-agents" for quality improvement.

III. Workshop Reports

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THE WORKSHOP PLAN

The Conference Agenda included an opportunity for participants to meet together in six workshops to discuss the individual surveys in the HEGIS program. Dr. Edith M. Huddleston, Acting Chief, Higher Education Surveys Branch, NCES, reviewed the workshop plan with conferees for the small group sessions. It was suggested that the workshops focus on development of the survey instruments and recommendations of topics for special analytical studies utilizing survey results.

Edited summaries of the reports from each of the six workshops follow. Initial summaries of the workshop reports were completed the evening of June 3 and circulated to conference participants June 4. Subsequent to the conference the conveners of each workshop were asked to review the summaries. The reports which follow have incorporated their revisions. The workshop sessions were on the following survey areas:

Institutional Characteristics	Students
Faculty and Staff	Finance
Adult/Continuing Education	Libraries

REPORT ON THE INSTITUTIONAL CHARACTERISTICS WORKSHOP

SUMMARY

Mr. Arthur Podolsky was the convener for the Institutions workshop. The workshop focused on the following central topics of discussion:

- Reliability of the data reported by HEGIS for use in educational research by State Educational Agencies and other research organizations.
- Availability of HEGIS software for non-Federal statistical analysis.
- Need for redesigning and defining statistics on student "charges" (Tuition and other fees charged to students by an institution).
- Need for a revised, and more precise technique for classifying institutions of higher education.
- Revisions to be included in the soon-to-be-released 1974-75 Higher Education Directory, as well as those anticipated for the 1975-76 Directory.

There was extensive discussion on the topics listed above, including several questions on the overall HEGIS survey process. Highlights of the discussion follow:

1. It was suggested that the proposed tables for the Higher Education Directory contain the Grand Total of responding institutions as listed on Table 1 for easier comparison. HEGIS staff indicated that this adjustment could be made in future directories.

2. The Directory has no provision for listing more than one institutional administrator in a particular position, as identified in Table 6 of the Directory. Since frequently, more than one person fills this position, problems are created when individuals are listed by name and title in the Directory. HEGIS staff responded that the Manpower Code is being revised and that this adjustment could be considered.

3. Frequently, there is a considerable difference between the generic titles listed in the Directory Tables on Administrators and the titles actually submitted by the responding institution. HEGIS staff noted that the generic titles appeared to be most common to all institutions. However, a study could be conducted to determine the validity of current titles.

4. The Directory should contain a listing of data on the branch campuses. HEGIS obtains its listing from the higher education accreditation agencies. If an institution is accredited, then it appears in the Directory. Currently, to be listed in the Directory, an institution must submit application and be approved for accreditation. In most cases, if branch campuses are not listed it is because they are accredited under the main campus, and have not indicated a desire to be listed.

5. Another question asked was whether the central offices [illegible]e listed in the Directory Tables. The response was that this can be included in future Directories.

6. HEGIS staff presented a proposal to revise the structure of the Directory and present the data in a format similar to that in the "telephone directory". However, the consensus was that while such a revision could be valuable, the time and effort required would substantially delay issuance.

7. Several agencies are using HEGIS data to rank institutions. The question was raised as to whether NCES could provide advice or assistance in this qualitative research? The response was negative. HEGIS is simply a quantitative survey, and the purpose of NCES is to collect data on the status of higher education in the United States. It would be improper for the agency to participate in subjective ratings of institutions. Furthermore, the data collected by the surveys does not lend itself to institutional rating in any meaningful way.

PRIORITIES

1. The Utility Of HEGIS Data In Educational Research Needs To Be Determined

There are several planning/research organizations that are using a wide range of HEGIS Survey data in conducting in-depth analysis geared to educational planning. How exact is this data and what is the process for making corrections to the file when errors are discovered?

Discussion And Response

The data collection forms go through an extensive editing process prior to reports or data tapes being issued to the public. In the event that errors are detected after the reports have been prepared, the institution is the only agency that can submit an up-dated report. If a corrected report is received prior to publication, the HEGIS staff can make adjustments to the data file.

Recommendation

A major effort should be made to insure that all errors are corrected before the data are widely distributed.

2. Can Research Or Planning Agencies Obtain Access To The HEGIS "Software" Packages To Do Their Own Institutional Listings?

Discussion and Response

There is the possibility that this might be done. Research and planning will be necessary to determine how this should be set up. One major consideration will be that the software will have to be issued with its documentation for those non-compatible systems.

Recommendation

NCES should investigate the possibility of making the software package available.

3. There Is A Need For Redesigning And Defining Data On Student Charges

Several studies are being conducted concerning student charges. It was suggested that it would be helpful if HEGIS expanded its data gathering in this area so that some of the other surveys could be eliminated.

Discussion and Response

It is difficult to obtain a clear definition of the types of data that are needed and the ways in which it can be collected. It is felt that the data presently received is so "soft" as to be of little use.

Recommendation

One method of determining student charges would be to ask the institution for a "Student Charge" figure and then to provide a list of items that can be identified as being included by the institution in this figure: This would allow the HEGIS to determine the ways in which institutions compute the cost and to identify which techniques are comparable.

4. There Is A Need For A Revised And More Precise Technique For Classifying Institutions Of Higher Education

Discussion and Response

The reclassification system suggested for the Education Directory-Higher Education is not comparable with other higher education classification systems in that no objective value judgements are made. The classification of institutions is based on the level of degrees offered. Some larger institutions have complained that there needs to be an additional classification for those institutions that have a research capability.

Recommendation

The technique for classifying institutions should provide for the classification of institutions with varied capabilities.

MEMBERS

Dr. James W. Firnberg	Ms. Jeane M. Sclater
Dr. John Neal	Dr. Gloria Scott
Dr. Roger Norden	Ms. Carolyn R. Smith
Mr. Arthur Podolsky	Ms. Carol J. Smith
Dr. Joe Saupe	Mr. Charles Thomas

Mr. G. Emerson Tully

REPORT ON THE FACULTY AND STAFF WORKSHOP

SUMMARY

The Faculty and Staff Workshop was convened by Mr. Richard M. Beazley. Objectives of the Faculty and Staff Workshop were to: (1) Determine what the responsibility of NCES is in reference to the collection of definitive data and, (2) Determine what data needs to be collected.

Considerable attention was given to the need to eliminate duplication of effort among the several agencies and organizations engaged in the collection of data, but no specific plan of action was developed. However, it was suggested that NCES attempt to lead the effort at coordination.

Moreover, it was agreed that data definitive of trends in the various dimensions of traditional college and university education are increasingly important as other systems assume a greater share of post-secondary education. Workshop participants also discussed the continued delay in the availability of the HEGIS results.

There was an expression of concern that some recommendations made in previous HEGIS Conferences had not been followed. It was agreed that more grassroots participation in the design of the survey by actual users and suppliers of the data could produce an optimally effective instrument.

PRIORITIES

1. Should HEGIS X Seek Information On The Total Numbers Of Employees Working In Various Categories In The Field Of Higher Education? If So, What Should Be The Specifications Of The Survey?

Recommendation

a. NCES should continue to gather information through HEGIS on the numbers of employees in the various categories while at the same time assuming leadership in a serious effort to reduce or eliminate duplication of effort among agencies and organizations.

Rationale

Such data should be particularly useful to mark trends in the dimensions of higher education during this time of shrinking college enrollments and expansion of nontraditional post-secondary education.

b. NCES should continue to disseminate data on professional and nonprofessional employment in higher education institutions. These data are particularly valuable in a time series to reflect changes occurring in higher education.

c. HEGIS VII provided a complete body of data for use by related agencies and organizations. NCES should consider a more limited survey to provide numbers on broader aggregates of employees; e.g., executives, instructional faculty, other professionals, and nonprofessionals.

d. The pending survey of employees in higher education institutions by EEOC will gather data by the same employment categories as the most recent HEGIS survey. Rather than duplicate this survey, NCES should explore the possibility of obtaining these data and disseminating them within the constraints of EEOC's confidentiality commitment.

e. Within the constraints of timeliness and simplicity consideration should be given to differentiating, whenever possible, the ethnicity and sex of employees. Efforts should also be made to coordinate the data collection with respect to sex and ethnicity so that data from EEOC, OCR, and NCES do not render conflicting or inconsistent results.

2. Should HEGIS Continue To Collect Salary Data On Administrators In Higher Education? If So, What Should Be the Specifications of the Survey?

Recommendation

a. HEGIS should continue to collect comprehensive salary information on administrators. This information is invaluable to institutions, agencies, and organizations:

Rationale

While other agencies and organizations conduct similar surveys, there are various limitations. These include the following considerations:

(1) The College and University Personnel Association (CUPA) survey provides data for only a portion of the higher education universe.

(2) NEA plans to discontinue its biennial salary survey as of the 1974-75 effort.

(3) The cost to the user of the results of the Booze-Allen survey is quite high.

(4) The University of Oklahoma survey is only based on land-grant schools.

b. NCES should give consideration to decreasing the number of positions surveyed.

3. <u>Should HEGIS Collect Salary Data On Faculty In Higher Education?</u>

Recommendation

a. The faculty salary survey should be conducted on an annual basis. It should provide salary distribution to afford measures of variability as well as measures of central tendency. To provide data on total compensation, fringe benefit data must also be collected.

Rationale

(1) The availability, in February, of the preliminary release of faculty salary data is of considerable value. These data are very useful to State legislatures and other governing bodies in establishing salary schedules for the following academic year.

(2) Representatives from several organizations currently conducting faculty salary surveys were interested in exploring the idea of utilizing faculty salary data gathered by HEGIS in lieu of conducting their own surveys, if:

- HEGIS data met their requirements
- Edited tapes could be made available on or before February of the academic year being surveyed.

(3) A warning was sounded concerning oversimplification of faculty salary surveys as in HEGIS IX and X. These surveys provide mean salaries, but no measure of dispersion.

(4) Need was expressed for faculty salary data on part-time faculty by sex to determine whether women are being over utilized in part-time positions. The problems associated with the definition of part-time faculty were also discussed.

(5) Need was expressed for faculty salary data by academic field. There was interest in such data, but the problems of definition and reporting were acknowledged.

(6) It was pointed out that the academic disciplines as specified in the HEGIS Taxonomy are not always appropriate for classifying faculty. It was suggested that this matter be given consideration when the taxonomy is being revised.

OTHER ISSUES

1. Special Projects

A proposal was tenatively endorsed for a study of "Compensation, Rank and Tenure by Sex of Higher Education Staff" with a suggestion that ethnicity be included.

2. Second Printing of "Manpower Handbook"

Brief attention was given to this manual; suggestions for improvement were invited but none were offered.

MEMBERS

Mr. David Concepcion
Mr. Paul C. Dunham
Ms. Maryse Eymonerie
Dr. James W. Firnberg
Mr. William S. Graybeal
Dr. Suzanne Howard
Dr. Edith M. Huddleston
Mr. Dennis Jones
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Mr. R. Wayne Richey
Dr. Joe Saupe
Dr. Eldridge E. Scales
Dr. Gloria Scott
Ms. Carol Smith

REPORT ON THE ADULT/CONTINUING EDUCATION WORKSHOP

SUMMARY

Part I - General Statement

The acting workshop convener was Dr. Robert J. Pitchell.

The workshop was opened with an overview of the draft of the Survey of Adult/Continuing Education: Non-Credit Activities In Institutions of Higher Education, 1974-75 - Pretest (OE Form 2300-8).

Ms. Florence Kemp, Survey Statistician of the Adult and Vocational Education Surveys Branch (AVESB) of the National Center for Education Statistics stated the purpose and scope of the survey and presented the definitions, instructions, and data request.

The workshop was then opened for discussion. The discussions revolved around two basic needs, neither new to NCES. It was urgently recommended that NCES support two related projects as follows:

1. Design a taxonomy tailored to reflect the field of adult/ continuing higher education since the necessity to revise the current classification system has been demonstrated.

2. Undertake a comprehensive national study devoted to fully exploring and exploiting the many developments that have taken place in reporting about this field of interest.

Part II - Suggestions for Revision of the Draft of Survey Form OE 2300-8 That Have Been Implemented

1. The data request should be broadened to include non-degree-credit activities.

Recommendations:

a. To insure that HEGIS reports all of the educational activities of institutions of higher education, the Survey Form OE 2300-8 must collect data about non-credit and non-degree-credit activities.

b. Discussions should be held with the Survey Director of the Opening Fall Enrollment Survey, OE Form 2300-2.3, to assure the attainment of full coverage.

c. It was mentioned that instructions for the OE Form 2300-2.3 should emphasize the inclusion of all part-time enrollments, including those accounted for by an evening or off-campus division.

2. The taxonomy should be revised. It was agreed that the categorization scheme for adult/continuing education activities in institutions of higher education is inadequate. A subject matter grid does not adequately reflect adult life roles.

Recommendation

a. Explore the possibility of modifying the subject matter grid to better reflect adult life roles sinc. major changes can not be implemented if the survey is to be included in the HEGIS XI Package.

3. Part A, Administrative or Academic Units That Offered Non-Credit Activities in 1974-75, of the draft of the OE Form 2300-8 should be modified.

Recommendations

a. The words scheduled and/or arranged should replace the word offered.

b. The academic and/or administrative units listed in Part A should be grouped under one of the following headings: Continuing Education, Academic Unit, or Other.

4. Part C of the draft of the OE 2300-8, Trend and Special Populations, and Part D, Instructional Formats and/or Aids should be deleted.

Recommendation

a. Most of the data requested should remain in the survey but reworked into the survey design; thus Part D, Selected Registration Data and Part E, Policy and Evaluation of the revised form include data on registration trends and some items of public service, respectively.

Part III - Conclusion

As a final point the AVESB staff indicated that NCES will continue to revise the survey form in order to conduct a national sample survey that better reflects the complex and diverse area of adult/continuing education activities in institutions of higher education.

If you wish a copy of the Survey Form OE 2300-8 that is being pretested and reflects the recommendations described, please write to Ms. Florence Kemp, National Center For Education Statistics, 400 Maryland Avenue, S.W., room 2175, Washington, D.C. 20202.

MEMBERS

Ms. Ruth Boaz
Dr. Robert Calvert
Dr. Horace Crandell
Mr. Theodore H. Drews
Mr. Howard S. Geer
Mr. Roger G. Hummel

Ms. Florence Kemp
Dr. Alan B. Knox
Dr. Howell W. McGee
Mr. James O'Hanlon
Dr. Robert J. Pitchell
Mr. Paul Planchon

REPORT ON THE STUDENTS WORKSHOP

SUMMARY

The Students Workshop was convened by Mr. Curtis O. Baker and Mr. George H. Wade. Discussion of the "Upper Division and Post Baccalaureate Enrollment" and the "Degrees and Other Formal Awards Conferred" forms resulted in three specific recommendations. They were:

1. To collect data on Upper Division Student Enrollment annually.

2. To delete unnecessary details (Lines 464, 465 and 466) from the "Upper Division and Post Baccalaureate Enrollment" form.

3. To specify the level (Bachelor, Masters, or Doctoral Degree) for new discipline offerings.

Several other issues were also discussed. The question of merging collection of the HEGIS and OCR data was explored. Finally, there was a suggestion for additional data analysis. This might include a long term (10 year) trend analysis according to specific disciplines, earned degrees, and sex.

Discussion of the "Fall Enrollment" and "Residence and Migration" forms yielded the following recommendations:

1. The distinction between Bachelor's Degree-Credit and Vocational-Technical programs for undergraduates should be eliminated.

2. Unclassified Students should be separated into undergraduate and graduate students.

3. A request for the institution's method of calculating the Full-Time Equivalent Enrollment (FTE) students should be added.

Other topics were explored without reaching specific recommendations, conclusions, or group consensus. These included:

1. Establishment of a uniform census date.

2. An additional survey to address total annual enrollment. Investigation of data already available at the State level, such as total enrollment figures not now included in the HEGIS survey, should precede the total enrollment survey.

3. Improvement of the definition of "Home State" as well as collapse of the matrix on the "Residence and Migration" form. A shortened "Residence and Migration" survey in 1978 would also be helpful.

PRIORITIES

1. <u>The New Data On Upper Division Student Enrollment Is Important For Determining Potential Baccalaureate Graduates Entering Each Year's Manpower Pool And Continuing To Advance Study</u>

<u>Recommendation</u>

These data should be collected annually.

2. <u>The Length Of Time Required For Respondents To Complete The "Upper Division and Post Baccalaureate Enrollment" Forms Is Too Long</u>

<u>Discussion</u>

The items that cause the majority of the difficulty are those dealing with: doctoral candidates who have completed all but the dissertation, students enrolled for graduate courses who are not candidates for advanced degrees, and foreign students.

<u>Recommendation</u>

a. Describe to the National Science Foundation (NSF) the data collection problems incurred by institutions, thereby encouraging reconsideration of NSF's need for the data and/or consideration of alternate data sources.

b. Give feedback to advisers and reviewers re: modifications of draft forms made as a result of their review.

c. Send out draft or advance copies of forms earlier in order to enable institutions to make necessary plans and arrangements for gathering required data, especially new data.

3. <u>The Data On Students Collected By HEGIS And The Office For Civil Rights (OCR) Overlap To A Considerable Extent.</u>

<u>Recommendation</u>

The consortium should consider how HEGIS and OCR data collection might be combined.

4. <u>New Offerings By Discipline Offered During Survey Year. Current Practice Allows Designation Of An Area As New (By Circling The Line Number) Without Specifying At Which Level (Bachelor, Master, Doctor) It Is Offered.</u>

<u>Recommendation</u>

Respondents should be instructed to circle the appropriate cells rather than the line number of new offerings. The instructions on the form should be rewritten.

5. <u>Respondents Are Confused About The Classification Of Undergraduate Students Into Bachelor's-Degree-Credit Or Vocational-Technical Programs, Because The Latter Programs Also Carry Bachelor's-Degree-Credit.</u>

<u>Recommendation</u>

Delete this distinction from the forms. Combine lines 01 and 02 on the "Fall Enrollment" form as well as lines 03 and 04. Similarly, combine the appropriate columns on the "Residence and Migration" form.

6. <u>The Interpretation Of The Unclassified Students Category Is Meaningless Since It Includes Both Undergraduate And Graduate Students.</u>

<u>Recommendation</u>

Separate the Unclassified Student category into Undergraduate Unclassified and Graduate Unclassified Students. Make the required changes in the forms and develop specific guidelines to insure appropriate use of these Unclassified Student categories.

7. <u>Length Of Time Required For Respondents To Complete The "Fall Enrollment" Form Will Be Too Long Because Some Data Are Not Readily Available.</u>

Recommendation

Delete the request for Credit-Hour Estimates (Columns 7 and 8), but retain the Full-Time Equivalent (FTE) request. Make appropriate changes in the forms to reflect C. 2.

8. Varying Methods Are Used By Institutions To Estimate The FTE. This Makes A Comparison Of Data Difficult.

Recommendation

On the "Fall Enrollment" form, ask respondents to designate their method of calculating the FTE. Change forms to reflect D. 2.

OTHER ISSUES

The need for additional data analysis surfaced in this workshop. The following suggestions were made for additional data analysis.

Recommendations

1. Investigate the data already available at the State level (especially those not included in the HEGIS survey, such as total annual enrollment).

2. Conduct long-term trend analysis using HEGIS I through X even though the two taxonomies are different. If trends in specific disciplines and earned degrees by sex over the past ten years were available, they would be especially helpful for affirmative action programs. To avoid delaying routine HEGIS reports, the analyses should be published as a separate report.

3. If the 1975 Residence and Migration Survey finds significant changes from 1968, an interim survey should be conducted in 1978, (a shortened R & M form), using an improved definition of "Home State" and considering only total undergraduate students by sex. Institutions should be notified at least a year in advance.

MEMBERS

Mr. Tommy Annas
Ms. Rose Brock
Dr. J. D. Comer
Dr. Horace F. Crandell
Dr. Charles H. Dickens
Ms. Sandra L. Drake
Dr. John Folger
Mr. Steve Hample

Dr. Edith M. Huddleston
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Mr. Harris D. Olson
Ms. Nadine Rouselle
Mr. Fred Seaorchuk
Ms. Carol Smith
Dr. Fred Weinfeld

Ms. Agnes Wells

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REPORT ON THE FINANCE WORKSHOP

SUMMARY

Mr. Paul Mertins was the convener for the Finance Workshop. Three priorities were identified for immediate consideration. The first concerned the development of a strategy for improving the timeliness of HEGIS information. For example, it was suggested that a panel of institutions be selected and sampled on approximately 50 critical items. The purpose of this review would be to appraise the academic community and all other bodies concerned with higher education on the changing condition between one year and the next.

Determination and improvement of indices of higher education finances was the second priority. As in other recommendations, ideas covered a wide spectrum: support of the annual acquisition of information needed; development of a higher education cost index; allocation of NCES resources for the purpose of establishing an Office of Higher Education Price Index.

The third priority represented a combination of areas of concern which can best be summarized by noting the need for analysis as well as data. Among the recommendations was the use of existing data to prepare cross tabulations responsive to interests of special groups, e.g., traditional Black colleges and urban institutions. It was also recommended that a journal modeled on the Survey of Current Business or perhaps on the Monthly Labor Review be prepared by NCES. This approach would deal with topical issues affecting higher education and hopefully address a primary question raised by the academic community -- why are the data being collected and how will they be used?

The priorities listed above were developed in response to a number of issues presented for consideration at the workshop. These included the development of a price index, cost data, source/use matrix usage, suggestions for review and/or expansion of the HEGIS XI Finance Form, and ideas for special analytical reports. General reactions to these topics, although not listed as priorities were nonetheless significant. For example, it was felt that the source/use matrix should not be implemented in HEGIS XI and that it is likely that the format will not yield an analysis that would be worth the cost of collecting these data.

A primary purpose for special analytical reports would be the isolation of factors and conditions descriptive of the financial health of higher education in general and of institutions in particular. In performing analyses of this type as well as preparing other reviews using NCES data, it was consistently mentioned that single-year observations are less helpful than the clear identification of trends, particularly with respect to fund balances. Another policy issue that might be addressed through special studies was an assessment of the impact of inflation on higher education.

Perhaps most important, but skirted throughout the review, was the necessity to develop a clear understanding of what policy issues must be reviewed (and for whom), and which are most important with respect to higher education. Methodology and data required for analysis of these issues would presumably result from this examination. Each ingredient would form the development of a Master Plan for HEGIS growth and change over time.

PRIORITIES

1. A Strategy for Increasing The Timeliness and Utility of HEGIS Information

Over the past number of years NCES has been criticized because of the long delays that have occurred between the time they collected information from existing institutions and the time when this information became a part of the public record. Improvements have been made since 1972 and NCES appears to be on the way toward decreasing the time between data collection and distribution. Because of the changing nature of finance in higher education, decisions must be made quickly. The need to more effectively allocate existing resources as well as identify emerging trends remains a challenge in higher education. However, the need for continued improvement of the "turn around" time by NCES is still critical to many academic planners.

Timeliness remains very important; especially if data from the peer group of a particular institution is available before budgets are being prepared. With the advent of the Higher Education Finance Manual published in 1975, it appears that data will get better, and reporting units will be more responsive.

Recommendations

a. To address the issue of timeliness and to continue to improve the responsiveness of NCES to issues affecting higher education, it was recommended that a panel of "typical" institutions be developed. These institutions could range in number from 20 to 200. There was also a suggestion to use ACE's panel. They would be polled on a regular basis with the purpose of determining the extent and rate at which changes in key factors are taking place.

Timely Data: Rationale and Discussion

The suggestion of a panel should not be construed to simply pertain to the collection and dissemination of finance information, but should cover each of the key factors of interest in higher education. In developing an early release program, NCES should a) prepare a priority list of policy issues, and b) identify key items from each survey that would be required to address those issues.

To implement the panel, it was suggested that a group or task force be convened to identify critical data and issues. The survey should be active by Fall 1976. It was further recommended that payment would likely serve as sufficient inducement to get institutions to cooperate. The key for developing a panel is that its participants be cooperative and "reasonably representative". The survey itself should be fast and accurate but need not be "precise" in that it would not replace, but merely supplement the longer, more tedious collection effort.

b. Recommendations were submitted for refining the HEGIS XI Finance Questionnaire. It was suggested that Section A - Current Funds Revenues by Source and Section B - Current Funds Expenditures and Transfers should contain two columns: one for the current fiscal year and one for the budget for the coming fiscal year. To simplify this survey form, it was suggested that no distinction be made between restricted and unrestricted funds. Further, it was agreed that information be collected to identify the cumulative effect of unrestricted funds to identify "free asset positions" as an expression of financial health. However, no formula for identifying "free asset positions" was developed by the workshop.

2. Indices of Higher Education

There appears to be little doubt that the costs of education continue to rise at an increasing rate. Previous studies have noted that utilization of either the Consumer Price Index or the Wholesale Price Index do not clearly reflect the labor-intensive industry of higher education. In budget planning, research allocation, and in the budget review process, it is important to assess the impact that changes in enrollment and inflation have had or will have on the real delivery of educational services.

A variety of State higher education administrations as well as institutions are presently utilizing their own higher education cost indices. For the most part, the methodologies they employ as well as general data sources are probably consistent. As one might expect, however, there is some suspicion of bias with respect to their projections in that their development and use of indices represents a vested interest. It is necessary that a higher education cost index be done by an impartial agency at the Federal level to give credibility and "legitimacy" to its use. In previous years, the National Science Foundation (NSF) partially satisfied this need through their price index for research. However, the need still remained for a price index applicable to the higher education field in general. Because of the departure of a key staff member related to this effort, NSF is no longer compiling this data. Individuals at the Department of Commerce, while well qualified and experienced in the development of indices, address the problem through the pricing of particular commodities (often called a market basket approach). The differences in the market baskets require the development of special higher education indices. Because of costs and the marginal gain, higher education indices can best be served at this time through the use of proxy measures. Nonetheless, there is the need to seek the assistance of "experts" within other Federal agencies.

Recommendations

a. Two approaches could be taken in developing a higher education price index with NCES. The methodology presented by Dr. Kent Halstead could be adopted, updated, and improved through the collection of additional information and a model could be set up which would be supported through the development and use of a series of indices. Associated with either approach is the need for improved and more timely information. It was generally thought that large surveys of additional data may not be necessary, and further that extensive efforts would not yield much more than is currently available. While precision may be improved, the accuracy of change may not be affected.

b. NCES could assist the College and University Personnel Association (CUPA) in its collection of administrative salary data on an annual basis.

c. Special surveys of nonprofessional personnel in higher education would also be valuable.

d. It would also be most helpful if NCES would publish a number of price series prepared elsewhere and simply make them available to colleges and universities.

e. NCES staff should also attempt to obtain printouts of expenditures by object class from various State agencies. Review of this material would aid in identifying appropriate mixes of inputs to higher education.

Rationale and Discussion

In the long run, it may be desirable to develop different indices for different regions and for different levels of institutions. (These special studies may be needed most often to support budget requests at individual institutions.) It would be hoped that as a higher education price index was used, it would gain in stature and status. This would be greatly assisted by requesting that Consumer Price Index experts provide technical assistance during the development and refinement phases.

A beginning strategy for NCES in the development of a price index would be: 1) review all available data and ongoing efforts in State agencies and higher education institutions and 2) identify data gaps and deficiencies that will need to be ameliorated to produce an improved index.

3. Data Versus Analysis

Although HEGIS has been operating for approximately ten years, questions remain as to why this volume of data is being collected, who is using it and what is it being used for. In the presentation prepared by Dr. Lyman Glenny, it is shown that the observation of emerging trends can be crucial to identifying future policy for higher education. Data published throughout the year by the National Association of State University and Land Grant Colleges and other special interest groups, e.g. American Association of University Professors, reinforces this notion.

Recommendation

The "National Center" should develop a format wherein trends as well as raw data could be presented for a greater utilization by the academic community. This format could be modeled after the Survey of Current Business or perhaps be similar to the Monthly Labor Review.

Trend Data: Rationale and Discussion

The new format could address issues on the changing trends in the financial health of institutional groups, e.g. "traditional Black colleges". It could also explore the necessity for data collection by regions. Additionally, it could present technical notes on developing unit indices or productivity factors that would be tied to one's particular institution or state system. It might even function as a central clearinghouse of data provided by special interest groups, but of importance to the entire academic community. Finally, it could periodically report to the community how various institutions and organizations were utilizing HEGIS information toward solving one or more of their particular problems. Special articles assessing the impact of inflation on higher education could also be presented, as could general notes on the potential impact of declining birth rates, increasing numbers of older students and on the magnitude, form and content of higher education services required for the future.

OTHER ISSUES

Questions were raised regarding the urgency and immediate need for cost data. At this point, it was felt that most institutions would be either unwilling or unable to provide information on their instructional costs. Further, there was some suspicion that the Information Exchange Procedure (IEP) presently being proposed by the National Center for Higher Education Management Systems will have to be watched carefully to assess what the real interest is in utilizing normative information for comparisons of particular programs between schools. While it was recognized that base line data are important, it was also noted that so many other factors influence program costs that there is little trust in using these data until "solid" cost standards can be developed.

Major questions raised were:

1. What is an appropriate methodology and what control would be exercised over the implementation of the collection effort?

2. How are resources being deployed and where is the revenue coming from?

This is meaningful with respect to identifying trends by level, control and perhaps, if relevant, region.

The source/use matrix proposed for HEGIS XI was reviewed extensively. General reactions were that while the notion of studying who pays for what is admirable, the particular data display found on page 50 of the Higher Education Finance Manual could not be used for this purpose. It was agreed that some of this information is vital within an institution, although there was uncertainty about the value of aggregates of these data. While it was recognized that NCHEMS and the HEFM Task Force supported this effort, it was thought that the information produced by a report of this type would not be worth the effort of collecting the information on a national basis. For the time being, it was suggested that this format be set aside until its utility could possibly be explored through the use of an early release panel.

MEMBERS

Mr. Gerlandino Agro	Mr. Reuben H. Lorenz
Mr. Tony Birch	Mr. Paul F. Mertins
Mr. Norman J. Brandt	Ms. Ruth J. Page
Dr. John A. Creager	Mr. Ellory Pollock
Mr. Ken R. Gramza	Mr. Daniel D. Robinson
Mr. Warren W. Gulko	Mr. Jacob Stampen
Dr. D. Kent Halstead	Ms. Lois E. Torrence
Mr. Vance Kane	Mr. Abbott Wainright

Dr. G. Richard Wynn

REPORT ON THE LIBRARIES WORKSHOP

SUMMARY

Dr. Frank Schick convened the Libraries Workshop. He was assisted by Dr. Stanley V. Smith. The flow of discussion during the Libraries Workshop was geared towards additions and/or deletions to the Library General Information Survey for colleges and university for Fall 1975. Suggestions were made and discussed at length. Four priorities emerged from the discussion. The first three concerned the survey itself, while the fourth priority related primarily to data analysis.

PRIORITIES

1. <u>Data Should Be Reported Separately For Men And Women On The Number Of Persons And Salary Expenditures</u>

<u>Recommendations</u>

a. Part II, Section A of the HEGIS IX Libraries questionnaire should be asked separately for men and women. This would result in an increase of 35 cells.

b. Part III, Section C should be deleted; this would result in a reduction of 12 cells.

<u>Discussion</u>

NCES staff indicated that these changes would be made in the HEGIS XI Libraries Questionnaire.

2. <u>Library Physical Facilities And Clarification System Used For New Acquisition</u>

<u>Recommendation</u>

Part IV, Section B, on physical facilities, (3 cells) and Part IV, Section 3, on classification System Used for New Acquisitions, (1 cell) should be deleted because data is not collected every year.

<u>Discussion</u>

These items should be deleted from the HEGIS XI Libraries Questionnaire. They do not change very much from year to year, therefore they do not have to be collected each year.

3. Items To Be Added To The Questionnaire

Recommendations

a. The following questions should be added to the Post-Secondary Education Survey Questionnaire:

(1) Do You Have A Library? Yes ( ) No ( )

(2) If "Yes", What Were Your Total Expenditures For The Library For The Fiscal Year?

b. Additionally, the questions below should be added to the Libraries Questionnaire.

(1) What was your total cost for the construction of library building(s) from 19___ through 19___, and the year(s) the building(s) were completed?

Cost	Year Completed
$________________	________________
$________________	________________
$________________	________________

(2) How many weeks was your main library open in the 1976 academic year? _____ weeks.

c. The collection of staff data by ethnic groups should be left for the Office of Civil Rights.

Discussion

Discussions should be held with the Adult and Vocational Education Surveys Branch ab[illegible] the possibility of adding the recommended questions to the pertin[illegible] ey questionnaire. The addition of the other questionnaires to the [illegible]EGIS - XI Libraries questionnaire will be considered. The other recommendation could be discussed with OCR staff.

4. Specific Suggestions Were Made For Data Analysis

Recommendations

a. Data should be presented by the ACE categories rather than by the four types used in the past, as well as by control and size of institution.

b. Salary data should be reported separately for men and women, by position categories, but should not be presented in the Institutional Report for position categories with less than five persons per institution.

c. Expenditures per student for libraries should be by both FTE and by head count.

d. Total expenditures for libraries should be shown as percent of the total operating expenditure of the institutions.

e. Library data analysis should be expanded with respect to students and faculty.

f. Consideration should be given to the early release of some selected data items.

g. Data should be presented by State, where applicable (e.g., expenditures, staff, holding).

These recommendations should be implemented with the HEGIS - X Libraries survey, whenever possible.

MEMBERS

Ms. Maryse Eymonerie	Mr. Douglas Price
Mr. Robert W. Frase	Dr. Frank Schick
Mr. Jeffrey J. Gardner	Dr. Stanley F. Smith
Dr. Beverly P. Lynch	Mr. Lloyd F. Wagner

IV. SUMMARY OF PRIORITY RECOMMENDATIONS: AN INSTITUTIONAL PERSPECTIVE

Mr. Ken Gramza
Consultant in Education and Statistical Research

Before turning to a summary or a synthesis of what transpired in each of the workshops, I think it is important to identify the charge given to each workshop monitor by Dr. Edith M. Huddleston. She requested that the workshops focus on major issues, any special studies that might be required in the future, and on recommendations for improvement of the particular survey instrument. It is within this context that I think it is important to review the outcomes of each workshop. Having listened to the presentations of each workshop convener, I think it is appropriate to say that most efforts appeared to concentrate on survey content, definitions and scheduling. There were few suggestions pertaining to special studies. This is particularly surprising in light of the global view presented by the speakers on Monday's program. For example, Lyman Glenny pointed out the necessity for identifying emerging trends in higher education, and in using this material to assist in formulating new policy and anticipating impacts of old policy. Likewise, Kent Halstead pointed out in his paper that reviewing past behavior could assist one in formulating future policy with respect to higher education finance.

Some things seem apparent from the workshops. As a first priority, NCES needs to divide its effort between data collection and data analysis. Secondly, there seems to be a need for improvement in the public image of NCES. This improvement may come through timely reporting, but it will surely come to pass if and when the academic community, legislators and other individuals concerned with higher education, see <u>visible evidence</u> of the application of data collection efforts toward an improved:

- understanding of trends in higher education, and
- management of and allocation of resources.

Recommendations identified in the Finance Workshop, if applied throughout NCES, will come a long way toward achieving each of these goals. It was in this workshop that a series of strategies were proposed for collecting data and reporting trends. The panel approach they recommended should be considered. NCES should also look forward to the development of a report series similar to the Monthly Labor Review or the Survey of Current Business. Either report would contain special analytical studies such as those reported by Kent Halstead and Richard Wynn as well as statistics on the current state of higher education. Because exemplar report series are already in effect, I believe they would serve as an appropriate model for directions NCES might take.

A third priority apparent from the workshops is that there is a strong need for master planning at NCES. A variety of data collection and analysis efforts have developed over the past few years. One must assume that these have grown to meet an unfulfilled need. However, it is not apparent that any plan or organized strategies exist for how these surveys can now be used and what particular ends they serve for both the higher education community and the public at large. To give you an idea of the impact of NCES surveys, you must remember that they represent one small part of the information being requested of most colleges and universities throughout the United States. My office receives approximately two surveys per week from a variety of sources. We receive requests for data from most of the professional organizations in higher education including but not limited to the National Science Foundation, the National Association for State Universities and Land-Grant Colleges, the American Council on Education, American Association of University Professors, College and University Personnel Association and the National Center for Higher Education Management Systems.

In addition to these agencies, we also receive requests from colleges and universities doing particular studies, as well as from individual students. The impact of these requests has resulted in the allocation of one full-time position in my office being assigned to respond to all of these inquiries. Because of the plethora of inquiries that bombard most institutions on a weekly basis and a great deal of duplication in these collection efforts, there is a need for greater coordination. It is quite likely NCES could act as a central clearinghouse for many of these efforts thereby minimizing duplication of efforts.

In accordance with the development of master planning for NCES, data collection efforts should be related more closely to user needs. This suggests another survey. However, it does not have to be a long drawn out exercise, but might merely consist of a review of legislative requirements and literature on management and planning in higher education -- the apparent causes for most inquiries. The aim would be to determine just what particular types of information are needed and why they are needed. I have begun to develop a structure to achieve this end based on the following functions: internal management, planning, and budget review. Within internal management one very often needs reliable information on affirmative action and resource allocation; specifically, faculty workload standards, salary reviews and manpower forecasting. There is a great deal of overlap with the field of planning where in addition to many of the items above, we also require information on the retention and survival rates of students. The budget review process also frequently requires similar information.

What are the kinds of questions most frequently asked within higher education that require internal review as well as normative data from outside? Where is the potential supply of minority faculty, staff and administrators? This question is particularly important for institutions wishing to pursue an active Affirmative Action Program. Yet, little information of this type is presently collected on a large scale. What are appropriate student faculty ratios for each discipline and level of instruction? We recognize the pitfalls associated with such comparisons. Nonetheless, questions of this sort are regularly asked during the budget review process and suggest the need for normative data. How many credit hours and student credit hours are full-time faculty expected to "deliver" in various types of institutions and departments? What factors influence salary? Are our salaries competitive? Are they sufficient to attract quality staff in particular disciplines? How do our instructional costs for various programs compare with similar programs elsewhere?

With respect to manpower forecasting. how many graduates and in what disciplines are being supplied for the labor force on an annual basis? The identification of career ladders is something that is very important to forecasting program growth to meet expected employment demand. However, without a good understanding of the transition probabilities from entrance in college to terminal occupation, it is difficult, if not impossible, to assess just how efficient the Higher Education System is in meeting the need for human capital in our society.

Little is known about the retention or survival rates of students in higher education. This is particularly true of particular institutions or methods of admission. For example, Federal City College is an open admissions institution. Because we do not require any pre-entrance examination, one might expect that our retention would be different from a more traditional institution. A major question we are frequently asked by members of Congress is, "How different?" In the back of their minds, of course, is the question of whether this kind of admission policy really has "payoff" in providing college graduates and better citizens over the long run. While no national data base exists to assist us in this type of inquiry, fragmentary evidence that we have been able to collect through sources such as the Newman Report suggest that if one uses percentages of students graduating four, five, and seven years after entrance, our Open Admissions System is approximately comparable to other open admissions systems.

What is the return on investment in higher education? There is a body of literature on human capital, but I think it would be beneficial to the higher education community to address this as one of the special studies in the NCES Quarterly Review. Another question frequently asked but not answered through current NCES efforts is how do our expenditures for full-time equivalent students compare with national peer group norms?

This brings me to the conclusion of my observations. While I have proposed a series of tasks that I believe NCES should undertake, I think it is important for the National Center to recognize that there are special interest groups in higher education. Among these are the traditionally Black institutions and the urban institutions. While national norms are interesting, I believe the needs of these institutions would best be served through special tabulations intended to produce data on their peer groups. The information will not provide us with management panaceas, but it would at least help us to establish a data base upon which we can build and begin to identify emerging trends in similar educational systems.

V. CONFERENCE EVALUATION

OVERVIEW

Towards the conclusion of the final workshop session, project staff distributed a questionnaire designed to collect information to be used in the planning and design of future NCES conferences. The questionnaire was sub-divided into four basic parts: The first contained both open- and closed-end questions concerning the workshop(s) that each respondent attended; the second section related to the value of the General Sessions and the guest speakers; the third section was an assessment of the conference accommodations; and, the fourth an overall conference assessment. Each of these four sections was designed to allow respondents an opportunity to react to the design and content of this year's conference and to provide a vehicle that would give conferees input into the planning and design of future conferences.

Questionnaires were distributed to all participants. Of the one-hundred attendees, only 37 have thus far returned their completed forms. Participants were given the option of either completing at the conference the forms or taking the forms home and mailing them. This low rate of return (when the staff of NCES is excluded from this total, we note that the respondent population percentage increases to almost 53%), requires that we restrict our analysis to the general Conference population rather than providing a more detailed analysis of the reactions obtained from each workshop (although where appropriate, we do identify from which workshop a quote may have been obtained). We have also eliminated analyzing one of the "comment" questions (No. 13) because there were only two responses.

ANALYSIS OF ASSESSMENT FORMS

1. Distribution of Respondent Population

Each workshop, with the exception of the Libraries, is represented in the respondent population. The actual distribution of the population is as follows (Non-respondents are computed in the tabulation):

Note.--See appendix C for replica of questionnaire.

Workshop Attended	Respondents	Percent
1. Finance	10	27%
2. Institutions	4	11%
3. Libraries	-	-
4. Students	7	19%
5. Faculty and Staff	5	14%
6. Adult Education	6	16%
7. Multiple Workshops	2	5%
8. No Response	3	8%
Total	37	100%

In addition to the workshop attended, we can also identify the respondent population by the type of agency or organization that they were representing at the conference. We have grouped these into four major categories which are distributed as follows:

Agency/Organization Type	Respondents	Percent
1. Institution of Higher Education	15	40%
2. Government Agency (State and Federal)	10	27%
3. Educational Association	1	3%
4. Other	1	3%
5. No Response	1	3%
Total	37	100%

2. Workshop Assessment

The following questions were asked to obtain an assessment of the various workshops attended by the respondents:

a. Do you feel that the workshop that you attended provided information and guidance relevant to your organization's needs?

Response	Number	Percent
1. Yes	28	78%
2. No	6	16%
3. Multiple Response	2	5%
4. No Response	1	3%
Total	37	100%

Most positive responses to this question are the result of what several attendees stated were their ability to "interact with other educators...". Others simply stated that the "information (obtained and shared) was of great value". Negative responses appear to be generated by persons who feel that "little" has been, or can be accomplished by the annual conference. One person who responded in the negative stated that "...the issues being discussed are the same issues that have existed for years -- slow and unreliable reporting, definitions that are either too detailed, etc. The conference doesn't seem to make much progress in resolving these issues".

b. Do you feel that this forum provided the opportunity to make requests for additional surveys or changes in the reporting procedures used for the present surveys?

Response	Number	Percent
1. Yes	33	89%
2. No	2	5%
3. Multiple Response	1	3%
4. No Response	1	3%
Total	37	100%

Although the majority of the conferees responded positively, some questioned "...what the outcome of this forum would be?" Another person expressed the feeling that there was a "...small amount of bureaucratic 'Someone else is responsible for that'," (or) "I can't do anything about 'it', attitude".

c. Do you feel that the NCES Workshop Coordinator was helpful in providing information on the HEGIS surveys or in facilitating open discussion on data needs and usages?

Response	Number	Percent
1. Yes	33	89%
2. No	1	3%
3. Multiple Response	2	5%
4. No Response	1	3%
Total	37	100%

As can be noted in the above table, the overwhelming majority of persons responding to this question were positive in their assessment of the workshop coordinator. One person stated a theme that can be found in several of the other comment sections -- "(It) would have been helpful if ________ had reviewed the prior year's comments on the subject (for the participants)".

d. What changes would you make in the conduct of any future workshops dealing with the same matter?

This question was responded to by over 56% of the persons who returned questionnaires. By far the largest group of these persons were those who expressed a need for the materials to be used in the conference to be distributed prior to the meeting. Some of the persons expressing this view also felt that the attendees should have direct input into the planning of future conferences by participating in preparation and/or approval of the agenda.

A smaller percentage of the population suggested that the workshops be alternated so that conferees would be able to attend more than one workshop and avoid the constant hopping from workshop to workshop that tended to interfere with the discussions being held. One respondent suggested that it might improve the conference if the workshops were held over a two and one-half day period with general sessions being dispersed between them. This would permit conferees to attend at least two different sessions.

Other responses to this question are summarized as follows: "...get away from the review of a specific survey and discuss general data needs". "...replace the workshop concept with an advisory committee structure that would: a. maintain communication with the reporting units; b. provide technical advice about what is feasible to collect; and, c. provide advice about what ought to be collected". (The workshops should have) "...provided more information about specific uses to which the data are put".

e. Are there any additional comments that you would like to make concerning the workshop that you attended?

Only a very small percentage of the respondents had additional comments and those received were not very specific. For example, ... (the workshop) "should have been better attended. There was an unevennes in the way participants distributed themselves. My group was...of a size that gave everyone ample opportunity to speak-up (about 10 persons). Too much dominance by educational organizations."

3. General Sessions Assessment

The following questions were designed to collect data on the conferees' attitudes towards information provided during the general sessions by guest speakers.

a. Do you feel that the general sessions (plenary and luncheon speakers) provided information and guidance to your agency's needs?

Response	Number	Percent
1. Yes	22	59%
2. No	7	19%
3. Multiple Response	5	14%
4. No Response	3	8%
Total	37	100%

Narrative comments to this question relate to the fact that although most persons responded positively to this question, several felt that a few of the speakers did not come up to their expectations.

b. Do you feel that the individual speakers were adequately prepared for providing information on their selected subjects?

Response	Number	Percent
1. Yes	26	70%
2. No	-	-
3. Multiple Response	6	16%
4. No Response	5	14%
Total	37	100%

Responses similar to those above.

c. What changes, if any, would you make in the content of any future general sessions dealing with the same subject matter?

Only 30% of the persons returning questionnaires responded to this question. The majority of those who did expressed views similar to this comment by a representative of an education association -- "(I am) ...less critical than I used to be, especially in light of improvements this year."

d. Are there any additional comments that you would like to make concerning the general sessions that you attended?

Only a very small percentage of those responding were able to provide additional comments. One who did indicated that there were "...too many individual speakers. I would like more panels to discuss issues, share information, (and), provide various perspectives".

4. Conference Accommodations Assessment

a. Was the conference scheduled for the "right" time in your program?

Response	Number	Percent
1. Yes	27	73%
2. No	11	3%
3. No Response	9	
Total	37	100%

No major difficulties can be determined because of scheduling problems.

a. Were the workshop and general sessions rooms adequate?

Response	Number	Percent
1. Yes	33	90%
2. No	2	5%
3. No Response	2	5%
Total	37	100%*

*Rounded to equal 100%

The majority of the respondents again did not have any comments to make concerning this question although some did express the hope that in the future the workshop rooms would be more conducive to round-table discussions and note taking.

c. Were the hotel and meal accommodations adequate?

Response	Number	Percent
1. Yes	30	81%
2. No	2	5%
3. No Response	5	14%
Total	37	100%

Most respondents indicated that there was "excellent service in rooms for coffee breaks and excellent meals".

5. Total Conference Assessment

a. In general, do you feel that the goals and objectives of the conference were met?

Response	Number	Percent
1. Yes	26	71%
2. No	3	8%
3. "Partially"	2	5%
4. No Response	6	16%
Total	37	100%*

*Rounded to equal 100%

b. Do you feel that the conference was: No Help; Some Help; or, Tremendous Help to you and your organization?

Response	Number	Percent
1. No Help	-	-
2. Some Help	21	57%
3. Tremendous Help	10	27%
4. No Response	6	16%
Total	37	100%

*Because there were only two responses to Question 13, the responses were not analyzed.

As indicated, most respondents found the conference of help to them and/or their agencies. Some of those who did not respond indicated that the benefits of the conference would not be known until the next HEGIS questionnaires are sent out or the next reports available.

c. Are there any additional comments or concerns that you would like to express?

Although the comments received cannot be considered as reflective of the total conference population or for that matter the respondent population, several quotes are of interest:

"Please maintain the present openness to change and the apparent interest in making HEGIS useful and timely."

"It may be well to ask representatives to send drafts of proposed conference recommendations when they are invited. These could then be discussed in general and subgroup sessions..."

"It may be well for NCES to send participants a list of possible issues which may need attention at the meeting. This will help us represent our constituencies most accurately."

"BLK did an excellent job from start to finish. Well organized, courteous, very helpful to participants. After attending several conferences which were not well run, it was a pleasure to see this one in operation."

"There seems to be a need for greater action to insure the elimination of duplication of information requests and greater interface among Federal data banks. At the institutional level, the concern about data confidentiality is far less important now than the most effective use of dwindling resources to provide data. NCES does not seem to have comprehended this change, which may bias their willingness to vigorously pursue modern data collection techniques."

"Impressed with NCES Staff!"

"I appreciate greatly the opportunity to participate, in spite of the negative comments on the workshop. These are some great people to work with."

RECOMMENDATIONS

At the conclusion of the conference, Mr. Drews requested comments and recommendations from the assembled participants about the overall meeting. Generally, participants indicated that the conference experience had been productive and that the information obtained would be valuable for their respective programs.

Recommendations for Future Conferences

1. Conferences should not exceed two days.

2. NCES should develop a long-range conference plan so that each conference builds on the previous ones. Staff indicated that this type of planning has begun, and the results should be visible within a year.

3. Where possible information materials should be sent to conferees in advance. This is especially important for workshop materials.

4. Consider Denver, Puerto Rico, Hawaii and Connecticut as locations for future conferences.

5. Consider combining the HEGIS meeting with the AIRA meeting.

6. The HEGIS survey contractor should attend the conference to obtain information.

7. The agenda should be divided so that all the speeches are not together.

8. Redesign workshop schedule so that a participant will be able to attend more than one workshop.

9. Insure that the goals and objectives of the conference and each workshop are well defined for both the participants and the NCES staff.

10. Provide more conference discussion on data utilization so that the participants are kept abreast of what information is available and how it might be obtained.

11. Provide more conference discussion on how present data needs and data collection procedures can be streamlined so that the reporting burden of the institutions might be lessened.

APPENDIXES

Appendix A.--Program and Agenda

ELEVENTH ANNUAL HEGIS CONFERENCE

Stouffer's National Center Inn
June 2-4, 1975

Monday, June 2

8:30 a.m.	COFFEE		
9:00 a.m.	Conference Opening	Conference Chairman; Mr. Theodore H. Drews, Acting Director, Div. of Survey Planning and Analysis, NCES	James Room
9:15 a.m.	"The NCES and its New Thrust"	Mr. Francis Nassetta, Acting Administrator, National Center for Education Statistics	
10:15 a.m.	COFFEE BREAK		
10:30 a.m.	"Unmet Data Needs"	Dr. John D. Millett, Senior Vice President, Academy for Educational Development	
11:30 a.m.	"State and Federal Issues relating to monitoring and financing of adult and continuing education."	Dr. Lyman Glenny, Director, Center for Research and Development in Higher Education	
12:30 p.m.	LUNCHEON SPEAKER	Dr. Ben Lawrence, Director, National Center for Higher Education Management Systems	Farragut Room
2:00 p.m.	"Inflation Measures for Higher Education (Price Indexes)"	Dr. Kent Halstead, Program Specialist Bureau of Postsecondary Education and Dr. G. Richard Wynn, Director, Operations Analysis and Planning Educational Ventures, Inc., Cedar Crest College	James Room
3:00 p.m.	COFFEE/COKE BREAK		
3:15 p.m.	"NCES Planning"	Mrs. Iris Garfield, Planning Officer, National Center for Education Statistics	
4:00 p.m.	Plans and Workshop Assignments for Tuesday	Dr. Edith M. Huddleston Acting Chief, Higher Education Surveys Branch, NCES	
4:30 p.m.	RECEPTION (Cash Bar)		Farragut Room

Tuesday, June 3

8:30 a.m.	COFFEE		James Room
9:00 a.m.	Workshop Meetings Institution Characteristics	Mr. Arthur Podolsky Convener, Higher Education Surveys Branch	Rooms to be announced
	Students	Mr. George Wade and Mr. Curtis O. Baker, Conveners, Higher Education Surveys Branch	
	Employees	Mr. Richard Beazley Convener, Higher Education Surveys Branch	
	Finance	Mr. Paul Mertins, Convener, Higher Education Surveys Branch	
	Adult/Continuing Education	Dr. Robert Calvert, Convener Higher Education Surveys Branch	
	Libraries	Dr. Frank Schick, Convener, Higher Education Surveys Branch	
10:30 a.m.	COFFEE		
12:00 NOON	LUNCHEON SPEAKER	Mr. Robert P. Hanrahan, Deputy Assistant Secre- tary for Education, Department of Health, Education and Welfare	Farragut Room
1:30 p.m.	Workshop Meetings continued		
3:30 p.m.	COFFEE/COKE BREAK		
4:30 p.m.	ADJOURNMENT		

Wednesday, June 4

8:30 a.m.	COFFEE		James Room
9:00 a.m.	Summary Reports of Workshop Meetings		
	Analysis and Trends	Mr. Ken Gramza, Consultant in Education and Statistical Research, The BLK Group, Inc.	
10:30 a.m.	COFFEE		

	Evaluation	Mr. M. Ben Ellington, Jr. Director of Research, The BLK Group, Inc.	James Room
	Conference Summary	Mr. Theodore H. Drews, Acting Director, Div. of Survey Planning and Analysis, NCES	
11:30 a.m.	ADJOURNMENT		

Appendix B

List of Participants

Mr. Gerlandino Agro
Senior Staff Associate
Association of American
Medical Colleges
#1 Dupont Circle
Washington, D.C. 20036

Dr. Robert Andringa
Minority Staff Director
Education and Labor Committee
U.S. House of Representatives
2179 Rayburn Building
Washington, D.C. 20515

Mr. Tommy Annas
Director of Institutional Research
State University of New York
(Central Administration)
99 Washington Avenue
Twin Towers
Albany, New York 12210

Dr. Kate Arbogast
Economist
Office of Policy Development
400 Maryland Avenue, S.W.
Room 3153
Washington, D.C. 20202

Ms. Rita D. Arroyo
Statistical Assistant
HESB - NCES
Room 2164
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Curtis O. Baker
Statistician
HESB - NCES
Room 2171
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Richard M. Beazley
Education Specialist
HESB - NCES
Room 2171
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Anthony D. Birch
Dean of Business Operations
Lane Community College
4000 E. 30th Avenue
Eugene, Oregon 97405

Ms. Ruth Boaz
AVSB - NCES
400 Maryland Avenue, S.W.
Room 2168
Washington, D.C. 20202

Mr. Norman J. Brandt
Education Program Specialist
HESB - NCES
Room 2164
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Ms. Rose Brock
Branch Chief
Technical Assistance Branch
in Higher Education
Room 1271K
Office of Civil Rights
330 Independence Avenue, S.W.
Washington, D.C. 20202

Dr. Robert Calvert
Chief, Adult and Vocational
Education Surveys Branch
AVSB - NCES
Room 2175
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. Marjorie Chandler
Acting Deputy Administrator
National Center for Education
Statistics
OA - NCES
400 Maryland Avenue, S.W.
Room 3073
Washington, D.C. 20202

Ms. Bortel A. Clayton
Clerk-Typist
HESB - NCES
400 Maryland Avenue, S.W.
Room 2164
Washington, D.C. 20202

Mr. David Concepcion
Manager, Management Analysis Group
University of California
Office of the Chancellor
#200 California Hall
Berkeley, California 94720

Dr. J. Douglas Connor
Executive Secretary
American Association of Collegiate
Registrars & Admission Officers
12109 Stirrup Road
Reston, Virginia 22070

Mr. Sal B. Corrallo
Division Director
Post Secondary & International
Programs Division of the Office of
Planning, Budgeting & Evaluation
Office of Education
FOB #6/Room 4079
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. Horace F. Crandall
Higher Education Specialist
California Post-Secondary Education
Commission
1020 - 12th Street
Sacramento, California

Dr. John A. Creager
Director, Division of
Educational Statistics
American Council on Education
#1 Dupont Circle, N.W.
Washington, D.C. 20036

Ms. Geneva C. Davis
Statistical Assistant
HESB - NCES
400 Maryland Avenue, S.W.
Room 2136
Washington, D.C. 20202

Dr. Charles H. Dickens
Study Director, Science Education
Division of Science Resource
Studies
National Science Foundation
W-244
Washington, D.C. 20550

Ms. Sandra L. Drake
Staff Associate
American Association of
Community & Junior Colleges
Suite 410
#1 Dupont Circle
Washington, D.C. 20036

Ms. Sheila Drews
Higher Education Planner
District of Columbia
1329 E Street, N.W.
10th Floor
Washington, D.C. 20004

Mr. Theodore H. Drews
Acting Director
Division of Survey Planning
and Analysis
OD - NCES, Room 2177
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Paul C. Dunham
Director of Institutional Research
University of Maine
107 Maine Avenue
Bangor, Maine

Ms. Maryse Eymonerie
Survey Director and Associate Secretary
American Association of University Professors
#1 Dupont Circle, N.W.
Washington, D.C. 20036

Dr. John Folger
Director, State Planning
Evaluation Project
Education Commission of the States
#300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Dr. James W. Firnberg
Coordinator of Institutional Research
Louisiana State University System
383 Pleasant Hall
Louisiana State University
Baton Rouge, Louisiana 70803

Ms. Iris Garfield
Planning Officer
National Center for Education Statistics
OA - NCES
Room 3073-B
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Howard S. Geer
Dean of Community Services
Montgomery College
51 Mannakee Street
Rockville, Maryland 20850

Mr. Steve Hemple
Maryland Council for Higher Education
93 Main Street
Annapolis, Maryland 21401

Mr. William C. Gescheider
Chief, Planning Staff
Bureau of Post-Secondary Educ.
400 Maryland Avenue, S.W.
#3/Room 4674
Washington, D.C. 20202

Dr. Lyman A. Glenny
Director, Center for Research and Development in Higher Education
University of California
2150 Shattuk Avenue, 5th Floor
Berkeley, California 94704

Mr. Ken Gramza
2500 Q Street, N.W., #538
Washington, D.C. 20007

Mr. William S. Graybeal
Research Specialist
National Education Association
1201 - 16th Street, N.W.
Washington, D.C. 20036

Mr. Warren W. Gulko
Director, Office of Budgeting and Institutional Studies
Room 309, Whitmore Administration Building
University of Massachusetts
Amherst, Mass. 01002

Mr. D. Kent Halstead
Research Economist
U.S. Office of Education
Room 4674 C
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Robert P. Hanrahan
Deputy Asst. Secty for Education
Dept. of Health, Education & Welfar
HESB - NCES
Room 2171
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Eugene E. Hixson
Mathematical Statistician
HESB - NCES
Room 2171
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. Suzanne Howard
Assistant Director of Programs
for Higher Education
American Association of
University Women
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

Dr. Edith M. Huddleston
Acting Chief
Higher Education Surveys Branch
HESB - NCES
Room 2171
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Roger G. Hummel
Educational Statistics Associate
Pennsylvania Dept. of Education
Box 911, Department of Education
Harrisburg, Pennsylvania 17126

Mr. Dennis Jones
National Center for Higher Education
Management Systems
P.O. Drawer "P"
Boulder, Colorado 80302

Mr. Vance Kane
Bureau of the Census
Government Division
Scuderi Building
Washington, D.C. 20233

Ms. Florence Kemp
Survey Statistician
AVSB - NCES
Room 2166
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. Sheldon H. Knorr
Assistant Director
Maryland Council for
Higher Education
93 Main Street
Annapolis, Maryland 21401

Dr. Alan B. Knox
Director
Continuing Education
University
103 Illini Hall
Champaign, Illinois 61820

Mr. Rueben H. Lorenz
Vice President and Controller
University of Wisconsin System
1220 Linden Drive, Room 1756
Madison, Wisconsin 53706

Dr. Beverly P. Lynch
Executive Secretary
American Library Association
50 East Huron Street
Chicago, Illinois 60611

Dr. Howell W. McGee
Executive Vice President
Association for Continuing
Higher Education
1700 Asp Avenue
Norman, Oklahoma 73069

Ms. Angelyn T. McLilly
Supervisory Statistical Assistant
HESB - NCES
Room 2171
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. R. Frank Mensel
Executive Director
College and University
Personnel Association
#1 Dupont Circle, N.W.
Washington, D.C. 20036

Mr. Paul F. Mertins
Education Program Specialist
HESB - NCES
Room 2171
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Bernard Michael
Executive Director
Federal Interagency Committee on Education
400 Maryland Avenue, S.W.
Room 3023
Washington, D.C. 20202

Mr. John D. Millett
Senior Vice President
Academy for Educational Development
1414 - 22nd Street, N.W.
Washington, D.C. 20037

Mr. David W. Morrisroe
Vice President, Financial Affairs and Treasurer
California Institute of Technology
Pasadena, California 91125

Mr. Frances Nassetta
Acting Administrator
National Center for Education Statistics
OA - NCES
Room 3073
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. John Neal
Assistant Vice President for Facilities Planning
State University of New York at Buffalo
390 Haves Hall
Buffalo, New York 14214

Dr. Roger Norden
Program Specialist
Division of Institutional Development
Bureau of Post-Secondary Educ.
7th and D Streets, S.W.
Room 4060
Washington, D.C. 20024

Mr. George Nunnemaker
Educational Statistics Associate
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Ms. Linda O'Connor
New Jersey HEGIS Coordinator
New Jersey Department of Higher Education
225 West State Street
Trenton, New Jersey 08625

Mr. James O'Hanlon
Chairman, Nebraska Coordination Council for Post-Secondary Educ.
Box 94601
Lincoln, Nebraska 68509

Mr. Harris D. Olson
Associate University Registrar
University of Michigan
Office of the Registrar
1513 L.S. & A Building
Ann Arbor, Michigan 48104

Dr. Ruth M. Oltman
Dean of the Graduate Program
Hood College
Frederick, Maryland 21701

Ms. Ruth J. Page
Statistician
HESB - NCES
Room 2164
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. Robert J. Pitchell
Executive Director
National University Extension Association
#1 Dupont Circle, N.W., #360
Washington, D.C. 20036

Mr. Paul Planchon
Statistician, Division of Statistical Policy
Office of Management and Budget
17th Street and Penna. Ave., N.W.
Executive Office Building
Washington, D.C. 20513

Mr. Arthur Podolsky
Statistician
HESB - NCES
Room 2171
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Ellory Pollock
Education Program Specialist
HESB - NCES
Room 2165
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Douglas Price
Deputy Director
National Commission of Libraries and Information Science
1717 K Street, N.W., #601
Washington, D.C. 20036

Mr. R. Wayne Richey
President, State Higher Education Executive Officers Association
Iowa State Board of Regents
Grimes State Office Building
Des Moines, Iowa 50319

Mr. Daniel D. Robinson
American Institute of Certified Public Accountants
Peat, Marwick, Mitchell, Inc.
345 Park Avenue
New York, New York 10022

Ms. Nadine Rouselle
Statistician
HESB - NCES
Room 2136
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. Joe Saupe
University Director of Institutional Research
309 University Hall
University of Missouri
Columbia, Missouri 65201

Dr. Eldridge E. Scales
Dean, College of Education
Bryn Mawr at St. Louis Avenue
Chicago, Illinois 60625

Dr. Frank Schick
Chief, LSB
LSB - NCES
Room 2153
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. Gloria Scott
Head, Post-Secondary Education Unit
Finance and Productivity Group
Room 628, Brown Building
1200 - 19th Street, N.W.
Washington, D.C. 20208

Mr. Fred Sedorchuk
Chief, Data Collection and Analysis Division of Students Support and Special Programs
ROB #3, Room 4004
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Ms. Carolyn Smith
Education Program Specialist
HESB - NCES
Room 2136
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. Stanley V. Smith
Education Program Specialist
LSB - NCES
Room 2153
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Mr. Jacob Stampen
Senior Research Association
for Policy Analysis, #700
#1 Dupont Circle, N.W.
Washington, D.C. 20036

Mr. Darwin Stolzenbach
OA - NCES
Room 3073-E
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Ms. Helen A. Tashjian
DSO - OD - NCES
400 Maryland Avenue, S.W.
Room 2147
Washington, D.C. 20202

Mr. Charles R. Thomas
Executive Director
737 - 29th Street
Boulder, Colorado 80303

Mr. George J. Toolan
Statistical Assistant
HESB - NCES, Room 2164
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Ms. Lois E. Torrence
Director, Office of Institutional
Research, U 135
University of Connecticut
Storrs, Connecticut 06268

Mr. G. Emerson Tully
Director of Educational Research
State University System of Florida
#209 Collins Building
107 W. Gaines Street
Tallahassee, Florida 32304

Mr. George H. Wade
Statistician
HESB - NCES
400 Maryland Avenue, S.W.
Room 2164
Washington, D.C. 20202

Mr. Lloyd F. Wagner
College and University
Personnel Association
#1 Dupont Circle, N.W.
Suite 650
Washington, D.C. 20036

Mr. Abbott Wainwright
Editor/Adm. Service
NACUBU, #510
#1 Dupont Circle
Washington, D.C. 20036

Dr. Fred Weinfeld
Survey Statistician
Bureau of Health Manpower
Health Resources Administration
Building #3, Room 3B19
9000 Rockville Pike
Bethesda, Maryland 20014

Mrs. Agnes Wells
Statistical Assistant
HESB - NCES
Room 2136
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. Robert Wright
Staff Associate
Science Indicator Unit
National Science Foundation
Room W-210
1800 G Street, N.W.
Washington, D.C. 20550

Dr. G. Richard Wynn
Director of Operations Analysis
Educational Ventures, Inc.
c/o Cedar Crest College
Allentown, Pennsylvania 18104

Dr. Eugene Weldon
Program Chief
Division of Training and Facility
U.S. Office of Education
Washington, D.C. 20202

Appendix C

CONFERENCE ASSESSMENT FORM
THE 11th ANNUAL CONFERENCE ON THE HIGHER
EDUCATION GENERAL INFORMATION SURVEY

Workshop Attended__________; Your Title Or Position___________; Representing: Government Agency ________; Education Association _______; Higher Education Institution_______; Other ________.

The following questions are designed to provide you the opportunity to react to this year's HEGIS Conference and to request changes in any future HEGIS Workshops. Please answer each question as fully as possible and return the complete form to the Conference Coordinator.

A. WORKSHOP ASSESSMENT

1. Do you feel that the workshop(s) that you attended provided information and guidance relevant to your organization's needs?

   Yes ( )   No ( )

   COMMENTS:____

   ____

   ____

2. Do you feel that this forum provided the opportunity to make requests for additional surveys, additional data on present surveys or changes in the reporting procedures used for the present surveys?

   Yes ( )   No ( )

   COMMENTS:____

   ____

   ____

3. Do you feel that the NCES Workshop Coordinator was helpful in providing information on the HEGIS surveys or in facilitating the open-discussion on data needs and usages?

   Yes ( )   No ( )

   COMMENTS:____

   ____

   ____

4. What changes would you make in the conduct of any future workshops dealing with the same matter?

   COMMENTS:____

   ____

   ____

   ____

5. Are there any additional comments that you would like to make concerning the workshop that you attended?

COMMENTS: ____

____

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____

B. GENERAL SESSIONS ASSESSMENT

6. Do you feel that the general sessions (Plenary, and luncheon speakers) provided information and guidance to your agency's needs?

Yes ( )   No ( )

COMMENTS: ____

____

____

7. Do you feel that the individual speakers were adequately prepared for providing information on their selected subjects?

Yes ( )   No ( )

COMMENTS: ____

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8. What changes, if any, would you make in the content or conduct of any future general sessions dealing with the same subject matter?

COMMENTS: ____

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9. Are there any additional comments that you would like to make concerning the general sessions that you attended?

COMMENTS: ____

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C. CONFERENCE ACCOMMODATIONS ASSESSMENT

10. Was the conference scheduled for the "right" time in your program?

Yes ( ) No ( )

COMMENTS:

11. Were the workshop and general session rooms adequate?

Yes ( ) No ( )

COMMENTS:

12. Were the hotel and meal accommodations adequate?

Yes ( ) No ( )

COMMENTS:

13. Do you have any additional complaints or comments concerning the accommodations for this year's conference?

COMMENTS:

D. TOTAL CONFERENCE ASSESSMENT

14. In general, do you feel that the goals and objectives of the conference were met?

Yes ( ) No ( )

COMMENTS:

15. Do you feel that the conference was: No Help ( ); Some Help ( ); or, Tremendous Help ( ) to you and your organization?

PLEASE EXPLAIN:

16. Are there any additional comments or concerns that you would like to express? If so, please use the following space:

Appendix D
DESCRIPTION OF HEGIS
(Higher Education General Information Survey)

COORDINATION

Plans for the content of each annual HEGIS are made within NCES on the basis of needs expressed by: Congress; the Education Division of HEW; the Federal Interagency Committee on Education (FICE) as well as individual Federal agencies; and the total higher education community. Representatives of institutions of higher education, State boards, educational associations, Federal agencies and other agencies of regional and national scope attend the annual HEGIS invitational conference to articulate their data needs. Final coordination is effected with FICE and with Education Division program administrators whose programs utilize HEGIS data.

PURPOSE AND JUSTIFICATION

Status and trends in the condition of higher education are surveyed periodically and reported for planning and management purposes, institutional research planning, and specific programmatic needs on the basis of the network of coordination described above. The HEGIS system as a whole provides a national data bank constituting the basic time series of data required for policy-relevant understanding of the progress and needs of higher education in the United States.

Data will be collected in Fiscal Year 1976 for the surveys described below in the following areas: institutions, students, employees, finance, libraries, and adult/continuing education. (There will be no survey of institutional physical facilities in FY 1976.) For each survey listed, the point in time or the period of time covered by the data is specified in the survey title.

The trend data provided by the surveys are useful to: institutions for comparisons with peer institutions as an aid in planning; professional associations for analyzing trends in their areas of interest; the States in connection with their policy development and program budgeting; and the Congress and the Federal agencies for planning and implementing national policy in higher education.

Survey data are aggregated by type and control of institution, in summary and by State; individual institutional data for selected items are also provided. Data are disseminated in the form of computer tapes, special tabulations, and printed publications. In addition to NCES publications on individual surveys, selected data are also used and summarized annually by NCES in two annual publications, the Digest of Educational Statistics and the Projections of Educational Statistics, as well as in special-purpose publications.

Institutions

Institutional Characteristics of Colleges and Universities 1975-76. (Annual.) This mandated survey acquires from each institution those data necessary to establish the institution's eligibility for participation in Federal programs. Eligible institutions are listed in the Education Directory--Higher Education together with basic data on location, fees, highest level of offering, accreditation, and principal administrative and academic officers. The data update the Survey Control File which establishes the higher education universe for all surveys of higher education conducted by the Education Division. In addition to the directory, two other publications from the survey are of particular interest: Index of Higher Education by State and Congressional District and Basic Student Charges, which present trends, analysis, and institutional data on typical charges to students.

Students

Opening Fall Enrollment in Higher Education, 1975. (Annual.) This survey acquires the numbers enrolled in the fall term by level of student, full- or part-time attendance status, sex, and full-time-equivalent. The 1975 survey includes, for the first time, data on "normal full-time credit-hour load" and total credit-hours for which students are enrolled. There is an early release (December) of selected totals which precedes the full publication.

Residence and Migration of College Students, Fall 1975. This is a full-scale survey of State-by-State migration patterns similar to the survey last conducted in 1968, but with an updated definition of the out-of-State student. As in 1968, data will be cross-tabulated into 50-State matrices reflecting student in-migration and outmigration for each State by control of institution, level and full- or part-time attendance status of each student, and sex. The study of 1975 patterns is undertaken in response to increasingly insistent demand by institutions and State agencies and is required by managers and planners at all levels to assay new trends.

Students (continued)

Degrees and Other Formal Awards Conferred Between July 1, 1974 and June 30, 1975. (Annual.) Data by field of specialization and sex of student are acquired for sub-baccalaureate, baccalaureate, professional, and advanced degrees. Currently the detail is provided at the sub-baccalaureate level on completions of organized occupational curriculums of less than four years designed to prepare students for immediate employment. The primary overall utility of the data is in examining manpower turn-out in terms of manpower needs in each field of specialization.

Upper Division and Post-baccalaureate Enrollment by Degree Field, Fall 1975. (May be annual or biennial.) For the first time since 1967 data are being obtained on major fields of study for undergraduates at the junior and senior levels. Combined in the same survey instrument is the former annual survey of Students Enrolled for Advanced Degrees. All enrollments are classified by major field, full- or part-time attendance status, and sex. Students enrolled for advanced degrees are classified in two additional categories: students in the first year of required graduate study, and students beyond the first year. As in the degrees survey, the data are needed for manpower planning.

Employees

Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty, 1975-76. This survey is an abbreviated one, acquiring only the annual core-data of mean salaries of instruction/research staff by instructional title, appointment term (9-10 months and 11-12 months), and sex; data on tenure by instructional title and sex; and data on fringe benefits by instructional title. (Included in other years, but not regularly scheduled, are various types of data on numbers and characteristics of instructional faculty and other administrative/research personnel, and limited data on other employees in institutions of higher education.) Because of the intense interest in instructional salaries, an early release is planned for January 1976, preceding the full publication.

Finance

Financial Statistics of Institutions of Higher Education for Fiscal Year Ending 1975. (Annual.) This survey acquires data annually on: current funds revenues and expenditures; assets and indebtedness on physical plant; value of endowment; and additional data required by the Bureau of the Census from publicly controlled institutions (formerly surveyed separately by Census). Data categories are consistent with the NCES Higher Education Finance Manual, published in 1975. An early release of selected items is planned for March 1976, preceding full publication of the data.

Libraries

College and University Libraries, Fall 1975. (Annual.) This survey acquires data annually on library staff, salaries, fringe benefits, expenditures, holdings, loan transactions, physical facilities, hours open per week, membership in networks and consortia, and use of classification systems. The data will be published in two reports: (1) an institutional listing; (2) an analytic report. This survey has been a part of the HEGIS system since its inception. It will continue in this mode, but also will be a part of the Library General Information Survey (LIBGIS) system (i.e., where applicable it will use the same terms, definitions, and codes as the other LIBGIS surveys.

Adult/Continuing Education

This sample survey of Noncredit Adult/Continuing Education activities sponsored by institutions of higher education in 1975-76 will produce national estimates of the registration and characteristics of these activities by level and control of institutions. A publication will (1) analyze registration data by subject area and occupational specialty, (2) present information on the mechanisms used for instruction (class, workshop, etc.) and the use of educational technology in the delivery systems, (3) elaborate on selected services available to students and/or members of the community, and (4) relate administrative and/or academic unit(s) sponsoring these activities. This periodic survey is conducted at regular intervals.

METHODOLOGY

The Higher Education General Information Survey forms are distributed to all institutions of higher education listed in the Education Directory--Higher Education, compiled and published by NCES. In 35 States (including the District of Columbia), the HEGIS is also the State's own survey instrument and is distributed to the institutions through, or in cooperation with, a State higher education agency. In most of the 35 States, the total data acquisition responsibility is also exercised by the state agency; in a few of the 35 States, the data acquisition is a joint Federal-State process. In the other States, and in the outlying parts of the United States, the survey forms are mailed directly to the institutions, and returned by them directly to NCES.

The response rate for all portions of HEGIS, except those dealing with employees and finance, is virtually 100 percent; for employees and finance, the response rate typically exceeds 95 percent. All data received by NCES are edited to determine that they are internally and historically consistent; editing questions are referred to the respondents for solution.

RELATED WORK

HEGIS is strengthened by the long-term NCES effort to produce a general purpose manual in each area reflecting the "state of the art" and providing rationale, systems, and definitions relating to the acquisition and organization of data in terms of utility at institutional and governmental levels. The systems are designed for compatability with one another so that data may be inter-related across areas. Manuals are now available in the finance, facilities, and employees areas, and are updated as necessary. Efforts toward a much-needed comprehensive manual in the student area are ongoing. As CCD moves from its planning and development stages, into its implementation and production stages, it will make an increasing contribution. In addition the Taxonomy of Instructional Programs in Higher Education, published by NCES in 1970, has provided a base for data in any survey that is related to academic curriculums, and is used regularly in the student surveys of degrees conferred and of upper division and post-baccalaureate enrollment. As the manuals become more familiar, and as data management systems become more sophisticated at institutional and State levels, the Department will have a potential national data base much more flexible than now to provide additional information that may be required by the Department or by Congress in special or recurring surveys needed to identify and respond to changing needs for higher education policies and programs.

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